ACADEMIC

RED RIVER COLLEGE

105-04762/

ACADEMIC

Annual Report

2003 - 2004

Programs, by Division

Aboriginal and Teacher Education
Aboriginal Language Specialist (D)
Aboriginal Self-Government Administration (D)
ACCESS Programs
Business Teacher Education (J)
Business Teacher Education - After Degree (J)
College Preparation for Aboriginal Students (C)
Industrial Arts/Technology Teacher Education (J)
Industrial Arts/Technology Teacher Education - After Degree (J)
Microcomputer Applications (C)
Vocational Industrial Teacher Education (J)

Applied Sciences
Advanced Network Technology (A)
Animal Health Technology (D)
Applied Biology (J) (Co)
Applied Environmental Studies (J) (Co)
Chemical and Biosciences Technology (Co) (D)
Child and Youth Care (D)
College Preparation for Nursing (C)
Computer Engineering Technology (D)
Dental Assisting – Level 2 (C)
Diploma Nursing - Accelerated (D)
Disability and Community Support (D)
Early Childhood Education (D)
Early Childhood Education - Workplace (D)
Electrical Engineering Technology (D)
Electronic Engineering Technology (D)
Electronic and Network Technician (C)
Family Support Worker (C)
Health Care Aide (C)
Health Care Aide/Unit Clerk (C)
Instrumentation Engineering Technology (D)
Joint Baccalaureate Nursing (J)
Magnetic Resonance Imaging and Spectroscopy (A)
Medical Laboratory Sciences (D)
Medical Radiologic Technology (D)
Radiation Therapy
Rehabilitation Assistant (C)

Business and Applied Arts
Aviation Management (D)
Business Administration (Co) (D)
Business Administration Integrated (Co) (D)
Commerce/Industry Sales and Marketing (C)
Computer Accounting Technician (C) (L)
Computer Analyst/Programmer (Co) (L) (D)
Creative Communications (D)
Culinary Arts (Co) (L) (D)
Digital MultiMedia Technology (L) (D)
Graphic Design (D)
Graphic Design (Advanced Diploma) (A)
Health Information Technologist (D)
Hotel and Restaurant Administration (Co) (L) (D)
Information Systems Technology (Co) (L) (D)
International Business (A)
Library and Information Technology (D)
Professional Baking (Co) (L) (C)
Tourism (Co) (L) (C)

Industrial Technologies
Architectural/Engineering Technology (Co) (L) (D)
Automotive Service Education Program
Automotive Technician (Certificate) (C)
Automotive Technician (Diploma) (D)
Automotive Technician (Work Experience) (C)
Building Design CAD Technology (Co) (D)
Carpentry and Woodworking (C)
Civil/CAD Technology (Co) (L)
Collision Refinishing (C)
Collision Repair and Refinishing (C)
Electrical (C)
Environmental Protection Technology (Co) (L) (D)
Geographic Information Systems (GIS) Technology (A)
Geomatics Technology (Co) (L) (D)
Greenspace Management (Co) (D)
Heavy Duty Equipment Mechanic (C)
Manufacturing Design CAD Technology (Co) (D)
Manufacturing Technician (D)
Mechanical Engineering Technology (D) (Co)
Municipal Technology (Co) (L) (D)
Outdoor Power Equipment Technician (C)
Piping Trades (C)
Power Engineering (C)
Precision Metal Manufacturing (C)
Refrigeration and Air Conditioning Technician (C)
Structural Technology (Co) (L) (D)
Technical Communications (Co) (D)
Welding (C)
Wood Products Manufacturing – Certificate (C)
Wood Products Manufacturing – Diploma (Co) (D)

Stevenson Aviation & Aerospace Training Centre
Aircraft Maintenance Engineer (D)
Aircraft Structural Repair Technician (C)
Gas Turbine Engine Repair & Overhaul (C)

Student Services
American Sign Language – English Interpretation (J)
Deaf Literacy
Deaf Studies (C)

Partnership, Training and Development
Academic Development Programs (C)
English as a Second Language (ESL)
General Studies (C)
Introduction to Business (C)

(Co) Co-operative Education programs (may be optional)
(L) Laptop computer delivery
(C) Certificate program (usually 10 months)
(D) Diploma program (usually 2 years or more)
(A) Advanced Diploma program
(J) Joint program with the Univ. of Manitoba or Univ. of Winnipeg

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Stevenson Aviation and Aerospace Training Centre
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Fax: 204-948-2499

Box 237, Hangar 4
Southport, Manitoba R0H 1N0
Toll Free: 1-800-665-9864
Fax: 204-428-6305

St. Boniface Arts & Technical Centre
5 De Bourmont Avenue
Winnipeg, Manitoba R2J 1J9

Main Street Campus and Language Training Centre
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Portage Campus
P.O. Box 67, Building 36
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Winkler Campus
100–561 Main Street
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Telephone: 204-325-9672
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Steinbach Campus
Unit 7-275 Main Street
Steinbach, Manitoba R5G 1Y9
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P.O. Box 190, 234 Tudor Lane
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Gimli, Manitoba R0C 1B0
Telephone: 204-642-5496
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The year in review

Red River College continues to grow to meet the needs of Manitoba's businesses, communities and learners.

Ken Webb
Vice-President, Academic
Red River College

Red River College has been helping people and businesses prepare for better futures for more than 60 years. The 2003-04 year has been one of the most eventful in the College's history, remarkable not only for the opening of the Princess Street Campus (PSC) and the Applied Research and Commercialization office, but also for the outstanding achievements of our students and staff.

Princess Street Campus

The year began with a celebration of the opening of the new Princess Street Campus, as more than 1,200 students in business, information technology, communications and media moved into one of the most advanced learning facilities in the country. Behind the dramatic facades of the historical 19th century buildings lies a world-class educational facility with a 21st century leading technological infrastructure.

The PSC has a unique backbone concept, using an innovative combination of single and multi mode fiber to provide Ethernet backbone speeds of up to 10 gigabytes per second. This is 10 to 100 times faster than other campus networks. The fiber backbone runs to every classroom, and in some areas where very high bandwidth is already necessary, fiber has been run directly to the desktop.

The network, designed with our technology partners Cisco, HP and MTS, provides quality of service, high bandwidth, load balancing and high reliability. The result is a converged network supporting data, voice and video running over a common fiber optic cable using Internet Protocols. Voice over Internet Protocol (VOIP) is used for all voice communications and Virtual Local Area Networking (VLAN) and Virtual Private Networking (VPN) encryption provide enhanced network security.

The new campus also includes a laptop friendly Learning Commons, a Learning Assistance Centre, a one-stop-shop Student Service Centre, dozens of break-out rooms for group work, a fitness centre and commercial quality television and radio studios. The latter is the home to CKIC - FM, an RRC affiliated and CRTC licensed radio station that provides Creative Communications and other students with real-world broadcasting experience and provides the College with a voice in the community.

The PSC has won numerous awards and international recognition, both for outstanding design, heritage preservation and architecture, and for its outstanding academic programming. As well as a great place to learn, the PSC is also a great community space. The Heritage Room, the historic site of Winnipeg's original grain exchange trading floor, and the Multi-purpose Room regularly host outside groups and community events. The PSC has lived up to its dream of being a great public space!

Applied Research and Commercialization

Applied research aims to solve the practical problems of the real world. It is a key element in improving innovation and productivity and an expanding role for Canada's colleges and technical institutes. At RRC, the applied research focus is on helping to improve the competitiveness of Manitoba industry while improving the educational experience for the student.

With the support of Western Economic Diversification, RRC opened the Applied Research and Commercialization (ARC) office and hired its first Director. The ARC will connect the problem solving and applied research capacity of the college with Manitoba business and industry and national research funding agencies. Major applied research projects and milestones included:

- Signing of a construction contract for the Centre for Applied Research in Sustainable Infrastructure (CARSI) laboratory.
- Receiving institutional eligibility to conduct sponsored research from the Natural Sciences and Engineering Research Council (NSERC) and funding for the development of a Leading Advanced Manufacturing Practices (LAMP) project to support innovation and applied research in Manitoba's manufacturing sector.
- Selection as one of only six colleges in Canada to participate in the NSERC sponsored Community and College Innovation Pilot program.
- Supplying technology and field research personnel to Manitoba Health to map Culex mosquito populations to help control the spread of the West Nile virus.

Aboriginal Education

The Aboriginal community is the youngest and the fastest growing part of the Manitoba population and a key to meeting the high quality labour-force needs of the 21st century. RRC continues to improve the programming and supports for Aboriginal students and to improve services to Aboriginal communities.

Two new programs were approved by the Council on Post Secondary Education to help improve the accessibility of RRC programs to Aboriginal students. The Integrated Computer Analyst/Programmer and Integrated Electrical and Electronics Engineering Technology programs provide additional time, content and support to help students who don't meet the regular entrance requirements to the program. In partnership with the Manitoba aerospace sector and Standard Aero Limited, Stevenson Aviation Technical Training Centre provided customized delivery of the Gas Turbine and Engine Overhaul program to two classes of Aboriginal students. The College Prep for Aboriginal Students was revised and updated and relaunched as the Biindigen College Studies program.

Trans Canada Pipelines (TCPL) partnered with RRC to support Aboriginal learners. In addition to establishing a scholarship fund, TCPL supported the development of an Elder in Residence program and the Medicine Wheel Garden, an outdoor garden and meeting space at the Notre Dame campus. Next year the services of the Aboriginal Resource Center will be enhanced and an additional counselor will be hired to support Aboriginal students at the Princess Street Campus.

Record High Enrolments - Again

With the support of the provincial government's College Expansion Initiative, RRC enrolments continue to grow as the college adds more capacity and new programs.

Enrolments in full-time programs were up more than seven percent, to an all time high of 7,800. Apprenticeship enrolments were up five percent and Distance Education registrations surged 29%, to a record 3,857. The Language Training Centre delivered the highest number of classes ever and Continuing Education delivered nine full-time program offerings.

More New Programs

Now in its eighth consecutive year of expansion, RRC has been systematically implementing a multi-year academic expansion strategy. The last four years have been aggressively supported by the provincial College Expansion Initiative and have seen more than 30 new programs implemented.

New full-time program developments in 2003/04 included five new programs for delivery and eight more for development for delivery in 2004/05. Included in the development stage is a cluster of four advanced diploma and two certificate programs to support the burgeoning Manitoba life sciences and biotechnology industry. These six programs will require four new state-of-the-art pharmaceutical and life sciences labs, to be constructed next year.

For Delivery:

- E-business major in Business Administration
- Knowledge Management (CE)
- Legal Administrative Assistant (CE)
- Microcomputer Network Support Technician (CE)
- Digital A/V Production (CE)

For Development:

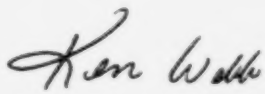
- Integrated Electrical/Electronic Engineering Technology
- Integrated Computer Analyst/ Programmer
- Pharmaceutical Production
- Applied Pharmaceutical Technologies
- Quality Systems and Applied Research
- Quality Assurance and Quality Control
- Clinical Research (CE)
- Research Support

Distance Education

Distance Education enrolments continue to climb as learners look for more flexible access to post-secondary education. New technologies such as on-line courses and video-streaming are providing new ways to meet students' needs, and students are responding like never before. With 35 new courses being offered, Distance Education enrolments rose 29% in 2003-04 to over 3,800. Enrolments are up 350% over the last six years, with many of the "distance" students actually being on-campus students accessing the courses they need in a more flexible way. The demand for flexible learning continues strong and more courses will be put on-line in the coming years, at a rate of 20-40 per year.

Going Places

Colleges educate and train the workforce and RRC has been doing it for over 60 years. With a new downtown campus, the addition of applied research into our mission, more than 30 new programs and the capacity for thousands more students, RRC is ready to help create successful careers for learners and a skilled workforce for the community. We're going places, and we invite you to come along.



College profile

A College on the Move

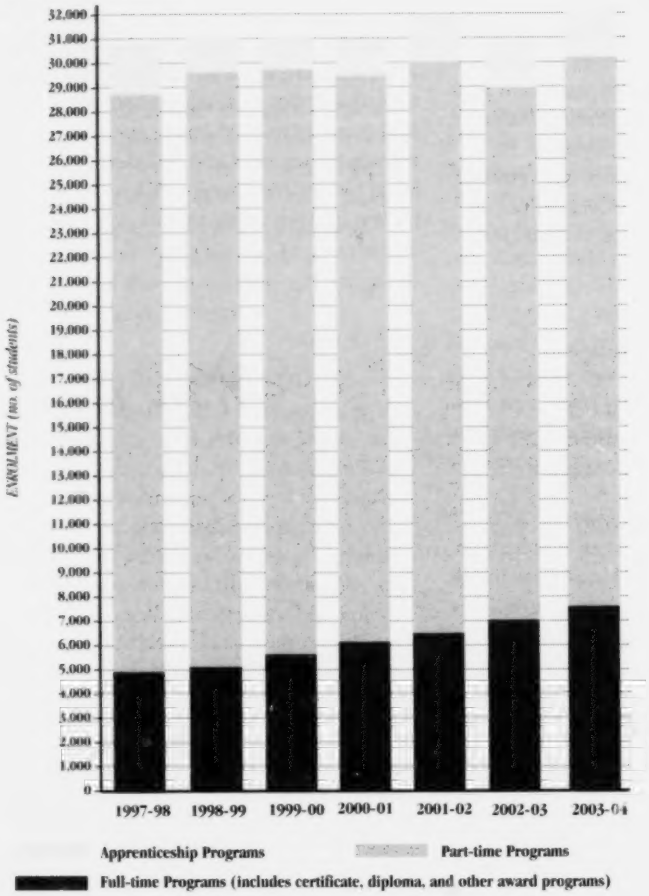
Red River College is known throughout Manitoba as an institution that is committed to providing innovative learning experiences that facilitate student success.

The College strives to help learners find meaningful careers and provide a skilled and informed workforce for Manitoba by setting the standard in applied post-secondary education and research programs and meeting the demand of the marketplace. Through more than 110 diploma, certificate and apprenticeship programs the College enables skilled, experienced and motivated graduates to experience success in the market place. RRC Graduates possess the knowledge, flexibility and curiosity to contribute, learn and adapt in a changing economic, social and cultural environment.

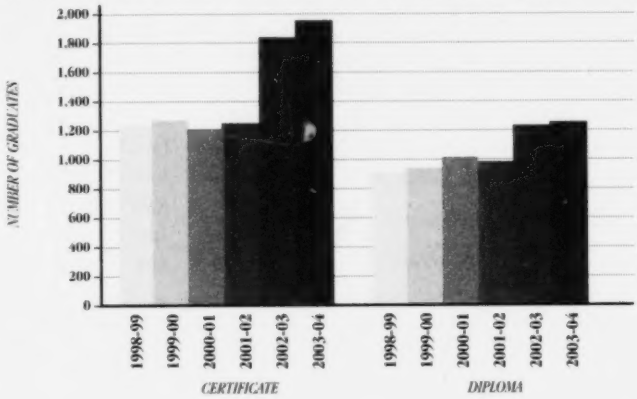
Over the past five years the College has grown to meet the requirements of the emerging knowledge economy as well as the needs of the foundation economy. Supported by the Province of Manitoba, through the College Expansion Initiative, new and expanded programs continued to be offered. In addition to growth in full-time regular programs, the College has also increased opportunities for learners through Continuing Education, Distance Education and programs taught at Regional Campuses. Red River College truly strives to provide flexible learning opportunities for Manitobans, wherever they may be and whenever they need training.

Through an extensive advisory committee system, programs remain current and responsive to the dynamic and evolving requirements of industry and the marketplace. Advisory Committee members from over 1,000 employing or service agencies provide a direct link between RRC programs and the real world by ensuring that curricula incorporate up-to-date leading edge theories, trends and practices.

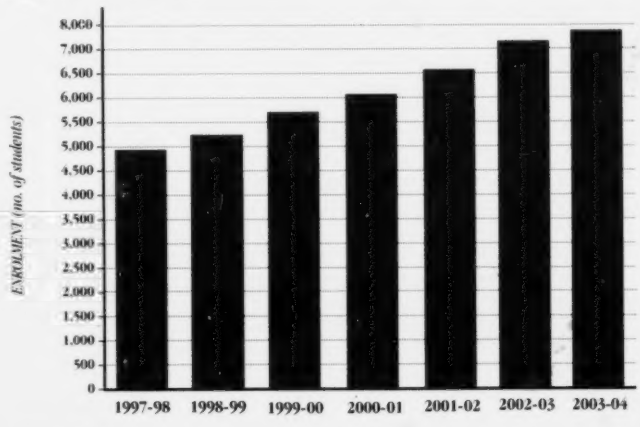
College Enrolment



Number of Graduates, Certificate and Diploma Day Programs



Full-time Enrolment



Full-Time Program Growth

The College has experienced significant growth in its full-time programs (certificate, diploma and other award programs) over the last eight years. In the past five years alone, with support of the Province of Manitoba College Expansion Initiative, enrolment in regular full-time programs has increased by more than 30 percent.

Vision and Mission

The College has a future-focused vision: Red River College is a premier learning centred college, recognized in Manitoba and beyond as a leading centre of innovation and excellence.

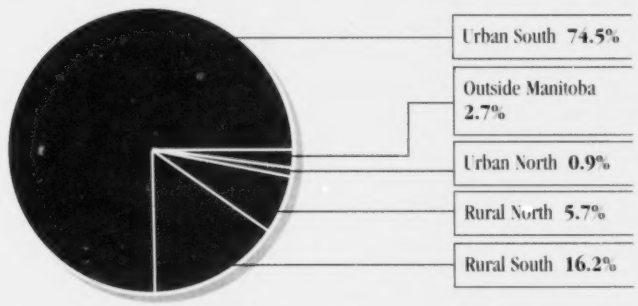
The mission of RRC is to build a prosperous and sustainable Manitoba through high-quality applied education and research focused on advancing the economic, cultural and social progress of people.

The College's ties to the community are reinforced through a 12-member Board of Governors. The Board focuses on the vision and long-term strategic directions for the College.

Organization

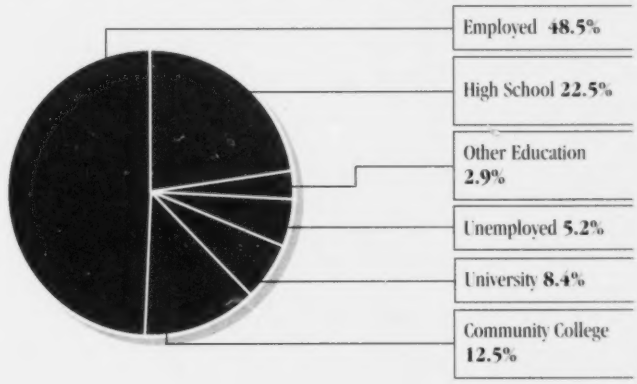
In order to accommodate increasing enrolments and to provide quality learning facilities, the College has become a multi-campus institution. Over the past five years the square feet of space operated by RRC has increased by more than 30 percent. In Winnipeg, Red River students can be found at the Notre Dame campus near the Winnipeg International Airport, the new Princess Street Campus located in the historic Exchange District, the Language Training and Adult Learning Centre on Main Street, Stevenson Aviation & Aerospace Training Centre, a satellite centre in St. Boniface (St. Boniface Arts & Technical Centre), and the Heavy Equipment Transportation Centre. In addition, Regional Campuses are located in Gimli, Winkler, Portage la Prairie and Steinbach. Stevenson Aviation & Aerospace Training Centre also offers training at their Southport location in Portage la Prairie.

Student Location Prior to Entry to RRC, 2003/2004

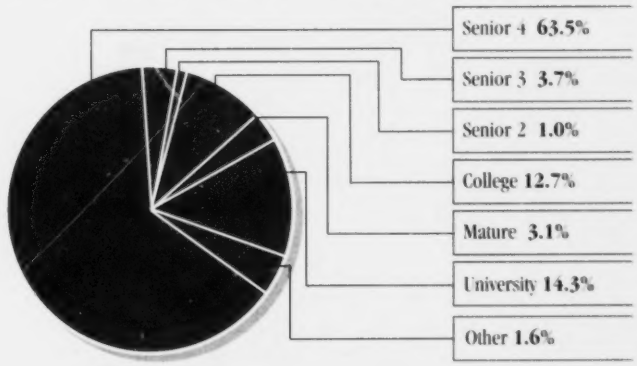


***Note:** Urban South includes the metropolitan Winnipeg area, Brandon, Portage la Prairie and Selkirk. Rural South includes all other areas in southern Manitoba. Urban North includes the northern urban areas of Dauphin, The Pas, Flin Flon and Thompson. Rural North includes all other areas in northern Manitoba.*

Main Activity in Year Prior to Entry to RRC, 2003/2004



Previous Education Levels of Students, 2003/2004



***Note:** Highest level of education attained is calculated from the 62% of entering first-year students who reported their previous academic level of education*

Programming

RRC offers a diversity of credentials, including joint baccalaureate, advanced diploma, diploma, certificate and preparatory programs in the fields of applied arts, applied sciences, business, community services, developmental education, health and technology. In addition, the College provides training for apprentices in 28 designated trades.

The College also offers a comprehensive array of courses for part-time learners in Winnipeg and across Manitoba through its Continuing Education and Distance Education offices, and its Regional Campuses.

The College also responds to the specialized and customized education and training needs of business, industry, government and community organizations. A central Contract Training Sales and Services unit provides centralized sales, service and administrative support to contract training initiatives of all departments and divisions.

Demographics

In 2003/2004, the majority of students enrolled in full-time programming were between 20 and 24 years of age. Over 48 percent of incoming students were employed in the year prior to coming to RRC, while 23 percent were at high school and eight percent were at university.

Students came to the College from across the province. Seventy-five percent of students are from the urban south. Excluding apprenticeship training, women comprised 50 percent of the full-time student population in 2003/2004.
As a comprehensive college, RRC serves a diverse population with a varied educational background. Over 63 percent had a Senior 4 level Education, another 27 percent had attended college or university programs and 3 percent were mature students.

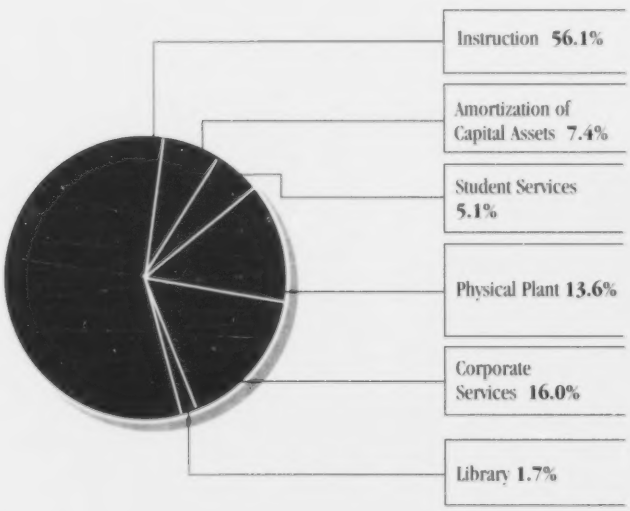
Resources

In 2003/2004, the total human resources complement of the College was approximately 992 full-time equivalent staff years.

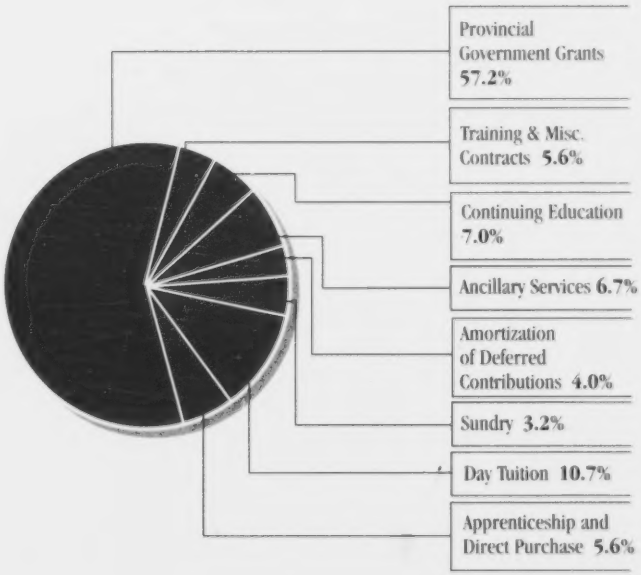
The College operated on a not-for-profit basis with an annual expenditure of about $98,000,000.

As a publicly funded institution the College relies significantly on provincial government grant support, which comprises approximately 57 percent of its total revenue in 2003/2004. The College receives tax exempt status as a registered charity.

College Expenditures 2003/2004



College Revenue 2003/2004

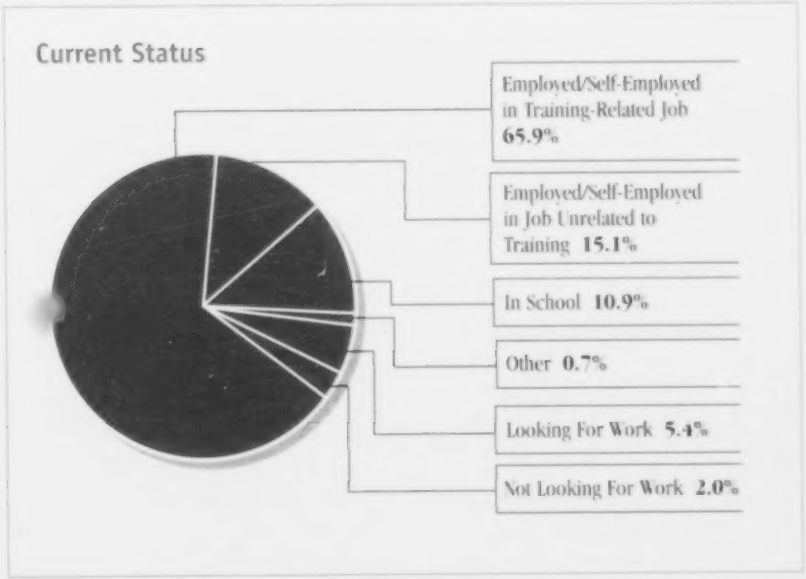


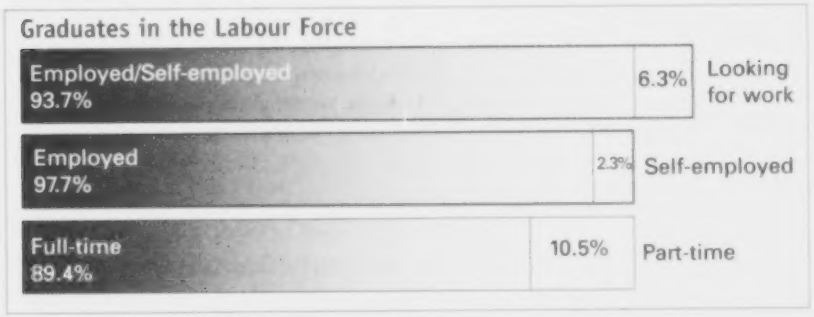
GRADUATE SATISFACTION AND EMPLOYMENT

Red River College's 2003/2004 Satisfaction and Employment survey of 2002/2003 graduates shows that graduates continue to find jobs in Manitoba and express high levels of satisfaction with their education.

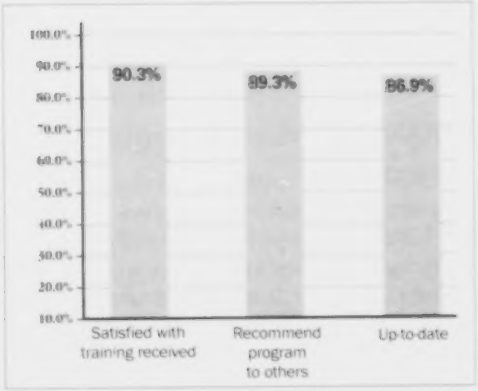
Of all full-time day program graduates who responded to the survey, 91.9 percent were employed or furthering their education.

Of those graduates who were in the workforce, seeking employment, 93.7 percent found jobs. Only 6.3 percent were unemployed. Moreover, of the responding employed graduates who reported an employer's address, 96.7 percent were in Manitoba. By far most College graduates remain in Manitoba to contribute to the province's prosperity and to its social and cultural vitality.


Current Status
Employed/Self-Employed in Training-Related Job 65.9%
Employed/Self-Employed in Job Unrelated to Training 15.1%
In School 10.9%
Other 0.7%
Looking For Work 5.4%
Not Looking For Work 2.0%



Eighty-two percent of employed/self-employed graduates reported that they were working in a field related to the education and training received. In addition, 89.4 percent of the employed/self-employed graduates reported that they were employed full-time.



Ninety percent of all respondents reported that they were very satisfied or satisfied with their education at Red River College and 89.3 percent said they would recommend their program to others.

Graduates also reported their annual salaries. There is variation in the level of achieved income by program with an average of $28,974, which was an increase of 1.2 percent over that reported by 2001/2002 graduates. •

Top Ten Average Starting Salaries

Vocational Industrial Teacher Education	$49,200.00
Diploma Nursing (Accelerated)	$48,545.80
MRI & Spectroscopy	$45,008.81
Aircraft Structural Repair Technician	$43,666.67
Power Engineering Fourth Class	$37,903.41
Geographic Information Systems Technology	$37,572.25
Instrumentation Engineering Technology	$36,891.41
Power Engineering Technology	$36,619.15
Computer Analyst/Programmer	$35,151.12
Information Systems Technology	$34,154.10

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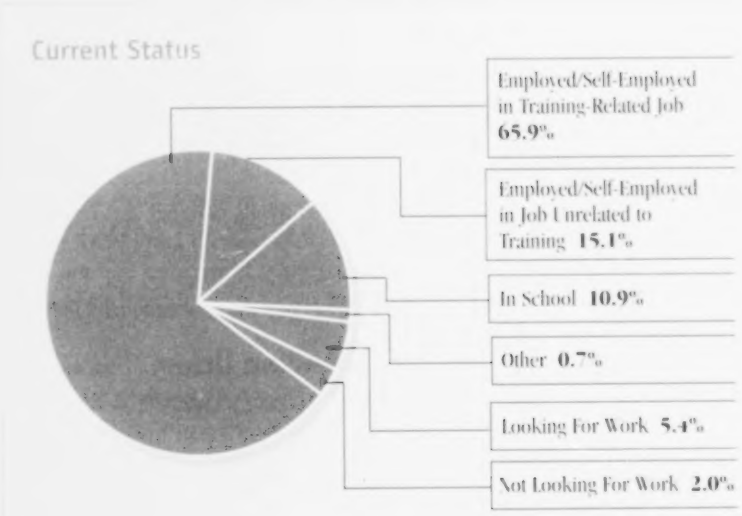
Current Status
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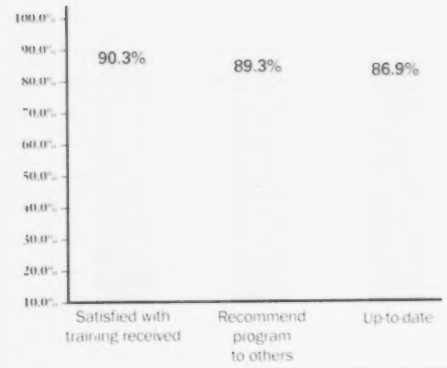

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ACADEMIC EXCELLENCE

Our commitment to academic excellence is reflected in our pursuit of continuous improvement in all program areas, a systematic Program Validation and Renewal process and our pursuit of accreditation. With 40 accredited programs, RRC is a national leader in external review of college programs. Our overall performance is best demonstrated in the achievements of our students and our faculty.

NSERC College and Community Innovation Program

RRC was selected through a national competition as one of six colleges from across Canada to participate in the Natural Science and Engineering Research Council's (NSERC) College and Community Innovation program (CCIP). NSERC recognizes that colleges play a critical role in building an innovative and productive economy and developed the CCIP to increase the capacity of colleges to support innovation in their regions. RRC will work with the Manitoba manufacturing industry to introduce advanced manufacturing practices and production technologies and to provide industry with a test site at the Notre Dame campus.

SMART Partners Community Awards

The Smart Partners Community Award for 2003-04 was given to Red River College in recognition of the innovative and dynamic cluster of "smart" programming located at the Princess Street Campus (PSC). Combining programs in information and communications technology, e-business, applied media and digital entertainment and electronics, networks and computer technology, the PSC focuses on developing careers for Manitoba youth and a high quality workforce for the New Economy.

Canadian Recognizing Learning Award

Red River College received the "2003 Canadian Recognizing Learning Award" for outstanding achievement in the field of prior learning assessment and qualification recognition. The College was recognized for its national and international leadership in developing PLAR practices for colleges, universities and the work place over the last three decades.

Canadian Urban Institute Brownie Award

The Canadian Urban Institute (CUI), in conjunction with major industry and professional groups, recognizes leadership, imagination and environmental sustainability in redeveloping brownfields (existing building sites) across Canada. The "Brownie" awards distinguish and commend excellence in sustainability of community buildings. In 2003, the CUI Brownie Award for Best Project Overall went to the Red River College Princess Street Campus, "a state-of-the-art business, multi-media and information technology learning centre" for demonstrating a strong commitment to "green" architecture, historic renovation and interpretation, and the latest building technology.

Canadian English Language Benchmarks Assessment for Nurses sites

The Centre for Canadian Language Benchmarks selected the Language Training Centre (LTC) at Red River College to establish service centres in Vancouver, Edmonton, Winnipeg and Toronto. These centres will administer the Canadian English Language Benchmarks Assessment for Nurses (CELBAN), which assess English language skills in a nursing context for foreign trained nurses. The CELBAN, which was developed by the Red River College LTC, is being adopted by most of the professional nursing associations across the country as the standard for English language assessment.

Canadian Skills Competition

Red River College and Skills Manitoba hosted over 400 of Canada's top students at the 10th annual Canada Skills Competition. Skills/Compétences Canada (S/CC) is a national organization, working to reposition trade and technical careers as a first choice career option for Canadian youth. Through provincial, national and international skills competitions, S/CC helps make these occupations more visible for teachers, students, parents and the general public. The 2004 competition held in Winnipeg was an incredible display of hands-on expertise, talent and determination, showcasing the many promising futures to be found in trades and technology.

Canadian Association of University Continuing Education Program Excellence Award

Red River College and the University of Winnipeg received the Canadian Association of University Continuing Education (CAUCE) 2004 Program Award for the joint Fetal Alcohol Syndrome Educational Assistant program. The CAUCE program award recognizes excellence in University continuing education programs across Canada through a peer adjudicated competition.

Academic Leadership

Red River College continues to provide academic leadership within our community, across the country and overseas. Highlights of 2003/2004 included:

- The video series Family Resource Programs, developed by the Early Childhood Education faculty with support from Human Resources & Skills Development Canada (HRSDC) is being distributed across Canada. The series of 4 videos show an overview of the diversity, scope and value of family resource programs across Canada.

- RRC's Continuing Education and Distance Education annual program guides won design awards from the Learning Resources Network (LERN). LERN is the international association of lifelong learning providers.

- Red River College operated Adult Learning Centres in St. Pierre, Winkler and Winnipeg. Manitoba colleges have been selected to operate many of the adult learning centres in the province because of their successful history in adult education.

- In support of Manitoba's strong immigration policy, the Language Training Centre delivered a record number of classes. Forty-two sections of English for Specific Purposes were delivered.

- RRC hosted the 11th annual Junior Achievement Economics of Staying in School project. Over 1,000 grade nine students and 32 volunteers from the business community attended the workshops at the Notre Dame campus.

- RRC was one of only two colleges selected from across North America to receive a $10,000 technology upgrade grant from the International Mobile Air Conditioning Association.

- Under the leadership of the Mechanical Engineering Technology and Transportation departments, Red River College will enter a solar powered car in the 2005 International Solar Car Race.

- RRC International Education Office provided leadership to three overseas development projects in Mexico, Malawi and Chile.

- RRC coordinated and hosted the delivery of the Central Michigan University M.A. in Education (Community College Education) and M. Sc. in Administration (Health Service Administration) and the Ferris State University B. Sc. in Technical Education.

- RRC faculty provided consulting assistance to the Haida Band in Haida Gwaii British Columbia to develop Early Childhood Education curriculum.

- The Prior Learning Assessment and Recognition (PLAR) Foundations and Advanced courses were offered on-site, on-line and live via video-streaming to participants from across Canada.

- RRC developed a learning outcomes guide and an on-line training module for college/university faculty who review workplace training courses for Campus Canada's national Workplace Training Assessment Review project.

- The Software Human Resources Council selected RRC to host the Student Connections program for Manitoba. Student Connections is an Industry Canada sponsored initiative that helps small and medium sized enterprises adopt innovative business practices and pursue new on-line markets.

- The Chair and faculty of the Early Childhood Education program assisted organizations in the Philippines and South Africa to develop programs to improve the Early Childhood training programs and systems in their countries.

- The Lawson Foundation funded a national project led by Red River College to develop an interactive curriculum resource for Early Childhood education. The new curriculum resources introduce recent scientific discoveries around early physical, neurological and social development into classroom curricula almost as soon as the latest research is published. Other partners included the University of Toronto and the Founders Network.

Program Review

Through continuous review by advisory committees and a formal Program Renewal Validation on a regular cycle, the College ensures that its programs are constantly being revised to meet the needs of the ever-changing market place. The Program Renewal model reviews and refreshes the curriculum to meet the needs of industry and employers for the next five years. The validation process includes:

- a comparative scan of similar programs across the country;
- a systematic curriculum overhaul (review, revise, rebuild) with industry practitioners using the "Developing A Curriculum" or DACUM process;
- the development of Program Learning Outcomes for the revised curriculum;
- the inclusion of the Conference Board of Canada's employability skills profile in all programs; and
- an action plan to adopt the program revisions.

In 2003-04 the following programs were selected for Program Renewal:

- Medical Radiologic Technology
- Geographic Information Systems (GIS) Technology
- Culinary Arts
- Business/Technology Teacher Education

Accreditation

Red River College is committed to national and international recognition for its programs and graduates. Accreditation of programs against national and international standards by certifying bodies and professional associations is pursued wherever it is available. It is a rigorous process of scrutiny and evaluation against published standards by certified practitioners from across the country. RRC has 40 programs accredited by organizations such as the Canadian Veterinary Medical association, the Canadian Information Processing Society, the Canadian Medical Association and Transport Canada.

College faculty are also committed to excellence and many of them participate in national curriculum and accreditation committees.

In 2003-04, the following programs successfully completed an accreditation review:

Aircraft Structures
Canadian Aviation Maintenance Council
Aircraft Structures - Composites
Canadian Aviation Maintenance Council
Aviation Welding
Canadian Aviation Maintenance Council
Diploma Nursing Accelerated
College of Registered Nurses of Manitoba
Computer Engineering Technology
Canadian Technology Accreditation Board
Communication Engineering Technology
Canadian Technology Accreditation Board
Electronic Engineering Technology
Canadian Technology Accreditation Board
Electrical Engineering Technology
Canadian Technology Accreditation Board
Mechanical Engineering Technology
Canadian Technology Accreditation Board
Medical Laboratory Sciences
Canadian Medical Association
Architectural/Engineering Technology
Canadian Technology Accreditation Board
Environmental Protection Technology
Canadian Technology Accreditation Board
Geomatics Technology
Canadian Technology Accreditation Board
Municipal Engineering Technology
Canadian Technology Accreditation Board
Structural Engineering Technology
Canadian Technology Accreditation Board

Articulation

The quality of our academic programs is recognized across the country as RRC graduates continue to be accepted for advanced entry at many universities. RRC has over 100 articulation agreements providing diploma program graduates with two years credit towards a bachelor's degree in 80 percent of our diploma programs.

RRC also works with Manitoba High Schools to enhance learning opportunities and to create easier transitions to post-secondary education. There are more than 20 articulation agreements between Manitoba High schools and Red River College.

New articulation agreements signed in 2003-04 include:

- Greenspace Management
  University of Manitoba (Prairie Horticulture)
- Child and Youth Care Worker
  University of Manitoba (Social Work)
- Geomatics Technology
  Western Canadian Board of Examiners
- Civil/CAD Technology
  Sisler High School

Advisory Committees

Advisory Committees are a vital link between the College and the employers of our graduates. Each certificate and diploma program is supported by an active program advisory committee that provides ongoing feedback from employers, students and specialists in the field.

Program Advisory committees meet at least twice a year and any major program changes must have a recommendation from the Program Advisory committee before it can be implemented. Over 1,000 volunteers from business, industry and the community sit on college advisory committees to help maintain the quality and relevance of RRC programs.

Partnerships

Partnerships strengthen our ability to develop and deliver quality programming. By bringing together unique, specialized resources and knowledge, a partnership can achieve more, and make it happen more effectively.

Many new partnerships were developed during the year, including:

- EECOL Electric Limited
- Hewlett Packard
- Manitoba Telecom Services
- Powerland

Aboriginal Partnerships

Red River College continued to improve programming and supports for Aboriginal (First Nations, Métis and Inuit) students and to improve services to Aboriginal communities.

- The Aboriginal and Teacher Education Division and the Partnership Training and Development Division worked with Trans Canada Pipelines on a five-year TCPL partnership program to support Aboriginal learners at RRC.

- In collaboration with the Apprenticeship Branch and First Nations communities, Apprenticeship programs were delivered in Sagkeeng, Moosehorn and Fisher River.

- RRC partnered with the Centre for Aboriginal Human Resource Development (CAHRD) in the delivery of Power Engineering, Electronic Network Technician and Fetal Alcohol Syndrome Educational Assistant programs.

- Aboriginal and Teacher Education staff worked with the Manitoba Public Insurance Corporation (MPIC), Trans Canada Pipelines, and the North West Company, to provide scholarships and internship opportunities for Aboriginal learners.

- Four Community-Centred Therapy programs were delivered in community based settings, including two in Winnipeg and one program in Skownan and one in Peguis (Standing Spirit Eagle Holistic Healing).

- The RRC Microcomputer Applications certificate program was also delivered in a community based setting in Winnipeg through Ka Ni Kanichihk Inc.

Faculty Achievement

Marc Battle (ECE) was retained as a consultant by the Haida First Nation in Haida Gwaii, B.C. to help establish an ECE curriculum.

Jody Baty (CAP/IST) was awarded the Educational Technology Entrance Award of $1,000 from the Faculty of Graduate Studies at the University of Calgary. He is pursuing his Masters of Education degree.

Gord Bone (Landscape Technician) served as a judge at the Skills Canada Landscape Competition and for the Communities in Bloom competition.

Sid Bloomfield (Refrigeration) received the 2004 Imperial Award for the highest mark on the Refrigeration Specialist examination.

Robert Charney (Plumbing and Pipefitting) Chaired the Manitoba and National Technical Committees for the Skills Canada competition.

Hubert Demers, (American Sign Language-English Interpretation) successfully completed the Test of Interpretation sanctioned by the Association of Visual Language Interpreters of Canada (AVLIC). This accomplishment gives him the distinction of "Certified Interpreter" (COI), the highest level of recognition in the field of ASL - English Interpretation in Canada. He was also selected to interpret at the World Federation of the Deaf Conference; an international conference held in Montreal in July 2003.

Al Gerbrandt (Carpentry and Woodworking) served on both the provincial and national Carpentry Technical Committees for the Skills Canada competition.

Brian Gebhardt (Masonry) was a member of Masonry Technical Committee for the Skills Canada competition.

Tom Grant (Transportation, Math and Science) was elected as vice-chair of the Canadian Association of Motive Power Educators.

Kim Hanna (ECE) published an article entitled, "You Are Now Entering the Play Zone" in the Manitoba Child Care Association's journal, Child Care Bridges.

Harry Havey (Disability and Community Support) revised the Accounting manual and study guide for the text Looking Out/Looking In. The text and guides are used extensively in communications courses in colleges and universities across North America.

Val Horner (CE) received the Manitoba Quality Champion Award.

Shelley Kopeschny (CE) was nominated for YW/YMCA Women of the Year award.

Naomi Krasovec (Health Information Technology) was recognized with the Health Information Champion Award from Canadian Health Information Management Association.

Len Kuhl (Plumbing and Pipefitting) was a member of the National Plumbing Technical Committee for Skills Canada.

Joan Kunderman (Community Services) participated in the selection committee for the Leading Edge Enrolment Trends to award research funds for B.C. universities and colleges.

George Kurowski (Refrigeration) chaired the National Refrigeration Technical Committee for the Skills Canada competition.

Danny Lam (Hospitality) received his Bachelor of Arts in Business Administration from the University of Winnipeg.

Don MacDonald (Mechanical, Manufacturing and Communications) received the Chair Academy 2004 International Exemplary Leadership award.

Tom Pitt (Culinary Arts) competed in the Winterlude International Ice Sculpting Competition, helping the Team Manitoba to win the Media Choice award and finish 4th overall.

John Reimers (Culinary Arts) was selected as Canadian Chef of the Year at the Canadian Chefs Conference in June 2004.

Armin Wiebe (Creative Arts) received the McNally Robinson Book of the Year award and the Margaret Lawrence award for fiction for his book Tatsea at the Manitoba Writing and Publishing Awards.

Corrine Wieler (Integrated Science and Technology ACCESS and ACCESS Pre-Trades) completed the Certificate in Adult Education.

The following faculty members received a Bachelor of Science in Technical Education from Ferris State University:

Ralph Caldwell (Civil/CAD Technology)
Don Carruthers (Transportation)
Nathalie Emond (Civil/CAD Technology)
Ken Friesen (Transportation)
Dan Larson (Construction)
Cosmin Lazar (Transportation)
Bill Noakes (Mechanical, Manufacturing and Communications)
Warren Palmer (Mechanical, Manufacturing and Communications)
Larry Schultz (Math and Science)
Dave Thorlakson (Transportation)
Jim Voth (Transportation)
Terry Waddell ((Mechanical, Manufacturing and Communications)

The following faculty and staff members received a Master of Arts in Education from Central Michigan University:

Irene Chaudhary (Health Sciences)
Dennis Fournier (Integrated Science and Technology ACCESS)
Leah Gazan (Aboriginal Education and Program Development)
Kathleen Kirkman (Nursing)
April Krahn (Aboriginal Education)
Stephen Lawrence (Accounting and Computer Education)
Mary Jane MacLennan (Management & Marketing)
Sina Romsa (Community Services)
Joanne Shay (Continuing Education)
Gail Shimonek (Regional Services)
Joanna Simmons-Swindon (Nursing)
Bernard Taronno (Teacher Education)
Nancy Wheatley (Math & Science)
Cynthia Zelenewich (Teacher Education)

STUDENT SUCCESS

Red River College is committed to creating a learning environment that will help students to achieve their dreams.

Helping students achieve their educational goals is the core mandate of Red River College. The College emphasizes high quality and relevant academic programming, strong services and student support initiatives, and a safe environment. RRC strives to achieve high retention rates and high graduation rates leading to meaningful employment, solid earnings, citizen engagement and continued education after graduating.

Students at the College are provided with a comprehensive set of services and supports to facilitate a pathway to academic success and personal growth.

Student Service Centre

A Student Service Centre was opened at the Princess Street Campus in 2003. Modelled on the "One-Stop-Shop" concept, the centre is designed to provide visitors and students with a welcoming, single point of contact for information about the College as well as a wide range of services related to registration and administrative needs of students. Staff deliver program and campus information and directional assistance, academic advising, financial and student aid services, application processing for full-time programs, registration for Continuing Education courses, tuition and fee payment, production of Photo Identification Cards, and the production of Transcript, Certificate and Diploma orders.

The College approved an English Language proficiency requirement for all students entering into programs at the College. The addition of an English Language proficiency as an entrance requirement is designed to ensure that students have the appropriate level of English to succeed in their program. Applicants are provided with a wide range of options for acquiring the documentation necessary to demonstrate their proficiency in English.

Recruitment

Student recruitment staff continue to work with and travel with the Manitoba Public Post-Secondary Cooperative (MPPC) to share itineraries and facilitate bookings with high schools throughout the province. The College participated in the Brandon Career Symposium and maintained a strong presence at the Winnipeg Career Symposium. The Transportation display won the award for the Most Interactive Exhibit at the symposium. The second version of the interactive College recruitment CD ROM was very well received by high school students.

Assessment Services

Assessment Services provides entrance and diagnostic testing service to prospective and current students. Highlights for 2003-04 included:

- A 125% increase in group diagnostic testing. Most of the diagnostic testing was done for current students in the construction trades and transportation programs. Students are provided with the results of the tests in reading, mathematics and science, and with information on educational support services so they can access these supports as needed. Other programs using diagnostic testing with students were Electronic Engineering Technology, Greenspace Management, and Introduction to Business. The test results are also provided to instructors who can then provide additional instructional assistance to those students whose performance on the tests was weak.
- Comprehensive testing services were made available at Princess Street campus. All entrance testing for Computer Analyst/Programmer and Creative Communications programs are conducted at the Princess Street Campus as well as individual assessments for students with possible learning and attention difficulties attending this campus.
- The number of individual students assessed for possible learning disabilities or attention/hyperactivity disorders increased by 21%.

Counselling Services

Professional counsellors provide academic, personal, financial and career counselling to students. With the opening of phase 2 of the Princess Street Campus and the strong demand for counselling services at the Main Street Campus, one counsellor was assigned on a full-time basis to each campus.

The total number of students provided with counselling services was 1675, up 37% from 2002-03. Of that number, 901

were new students. At any given time during the academic year there are approximately 700 "open" or active student files. In 2003-04, 5381 counselling appointments occurred, an increase of 4% over the previous year.

Career and Employment

Career and Employment Services assists students and members of the public in exploring and choosing career goals and paths. They also provide students with job search supports and assistance to employers in hiring college students and graduates. In 2003/2004 the Centre:

- Provided job search assistance to 396 students, an increase of 34% over 2002-03.
- Posted 1279 job ads from employers, an increase of 37% from the previous year.
- Revised the Employment Services web page for employers and students to include an on-line job posting form for employers and to provide students with the WorkopolisCampus Access Code, enabling them to search for jobs directed to Red River College students on the WorkopolisCampus web site.

Support Services to Students with Special Needs

Special support services were provided to 316 students who identified themselves as having a disability. Of that number, 132 had learning disabilities or attention deficit disorder. The number of students identified with learning disabilities increased by 5% which follows an 18% increase experienced in 2002-03.

Interpreting Services provided American Sign Language - English (ASL) interpretation and computerized note taking for 31 Deaf and hard of hearing students, 22 of whom were enrolled in full-time programs and 9 in Continuing Education Programs. During 2003/2004, Interpreting Services provided 15,500 hours of interpretation/note taking, a 7.6% increase over 2002/2003.

The Adaptive Technology Lab was established in the Learning Assistance Centre at the Princess Street Campus. In addition to Microsoft Office, the lab has a variety of adaptive software programs to assist a range of disabilities including blind, visual impairment and reading/writing difficulties. The equipment and software was purchased with funds raised through the Red River College Classic Golf Tournament.

Tutoring Services

Individual tutoring is available to all students and may be delivered by staff or peer tutors. Tutoring services are provided to students at the five Winnipeg campuses: Notre Dame, Princess Street, Main Street, Stevenson Aviation and Aerospace Training Centre, and St. Boniface Arts and Technology Centre. Tutoring Services experienced significant growth in the number of students accessing its services and in the number of hours of academic support provided in 2003/2004:

- 1041 individuals accessed tutoring services, an increase of 29%.
- An additional 60-75 students participated in study skills workshops that were delivered by Tutoring Services staff as part of the students' academic program.
- 3053 hours of peer tutoring support were provided in 2003/2004, a 16% increase over the previous year.
- 4680 hours of tutoring support were provided to 192 students with a disability.

Student and Community Advisor: Diversity and Inclusive Initiatives.

This office offers support services to immigrant, refugee, and visible minority students and students who have English as Second Language. It also provides a leadership role in implementing College-wide diversity initiatives. In 2003/2004 the following services were provided:

- Initiated the Cultural and Language Mentor Program as a pilot project to match immigrant and international students with non-immigrant students. Participant interest in the program exceeded projections. Two program areas, Tourism Management and Child and Youth Care Workers included this program as an alternative assignment. In total 37 students participated.
- Delivered 27 workshops on diversity to 632 RRC students in 14 academic programs, and 57 staff within the Student Service Division and the Tourism Management and Aviation Management departments.
- Implemented 36 College-wide diversity events that were attended by 2029 students and staff, and coordinated delivery of 7 ESL workshops attended by 72 students.

Assessing and Recognizing Prior Learning

Prior Learning Assessment and Recognition (PLAR) is an important part of RRC's services for students. PLAR is a process of identifying, documenting, assessing and recognizing what a student already knows and can do in relation to the outcomes of college courses/programs. In addition to transfer credit awards for formal courses completed at other post secondary institutions, the College has awarded over 2800 course credits for PLAR in the past few years. The College plays a lead role across Manitoba and Canada in the provision of PLAR training courses for faculty and staff from post secondary institutions and other organizations. This was acknowledged as the College received the "2003 Canadian Recognizing Learning Award" in the institution/organization category, for "outstanding achievement in the field of prior learning assessment and recognition".

This award was presented at the International Recognizing Learning Conference held in Winnipeg in October 2003. In 2003/2004 the College:

- Offered the PLAR Foundation and PLAR Practitioner (advanced) courses onsite, online and via live video streaming for participants from across Manitoba and Canada. Three hundred and twenty participants completed the courses from 2001-2004.
- Provided assistance to the Provincial PLAR Program Team in moving PLAR forward in the province through implementation of the Provincial PLAR Policy Framework 2001-2004.
- Worked at the national level in PLAR with representation on the Canadian Association for Prior Learning Assessment (CAPLA) Board of Directors, National Advisory Committee for Recognizing Learning Conference, CAPLA'S Online Community of Practice and the ACCC Recognition of Learning (ROL) Coordinating Committee.
- Presented workshops on RRC'S PLAR practices and training at provincial and national conferences.
- Developed a Learning Outcomes Guide and online "Introduction to PLAR and Flexible Assessment" module to train college/university faculty who review workplace training courses for CAMPUS CANADA'S National Workplace Training Assessment Review Project.

Language Training Centre

The RRC Language Training Centre (LTC) offers basic and advanced level programming to develop the practical, speaking, listening, reading and writing skills of students. A variety of English for Specific Purposes programs are provided to permanent residents of Canada and to international students. In 2003/2004 the LTC:

- Experienced the highest number of intakes in its history. It offered 42 full-time sections of a range of English for Specific Purposes programming during the year at the Main Street Campus.
- Negotiated a contract with Manitoba Labour and Immigration to provide financial support for the delivery of language training.
- Succeeded in receiving a contract from the Centre for Canadian Language Benchmarks in Ottawa to undertake *Phase III of the Benchmarking* Nursing Project Across Canada. In Phase III, CELBAN (Canadian English Language Benchmarks Assessment for Nurses) administrative sites were established in Vancouver, Edmonton and Toronto. In addition, requests were made to both Registered Nursing and Licensed Practical Nursing licensing bodies for endorsement of the CELBAN as a test by which internationally educated nurses can demonstrate their English language proficiency.
- Determined the language levels and skills required according to the Canadian Language Benchmarks for the pharmacy profession with funding from Manitoba Labour and Immigration.

Academic Development Services

The Academic Development Services (ADS) department delivers academic preparation programs and provides programming options for those students who desire a sampling of College courses from a variety of programs through the General Studies program. In 2003-04, Academic Development Services:

- Received a grant of $250,000 from the Adult Learning and Literacy Branch of Manitoba Advanced Education and Training for program delivery in the Academic Foundations, Senior 3 and 4 and the College Preparation for Aboriginals programs.
- Became an official Adult Learning Centre (ALC). The College had three ALCs in 2003-04: Winnipeg, St. Pierre and Winkler.
- Conducted its first graduation ceremony to distribute the Mature Student Diploma to its Senior 4 graduates. The ceremony was held on June 23, 2004 in the Citizenship Court at the Union Station where the Main Street Campus is located.
- Experienced an increase in the number of students enrolling in higher level programs (50% of students were enrolled in Senior 3 and 4 programs), as well as an equalization of the ratio of males to females.
- Worked with Adult Learning and Literacy, Manitoba Advanced Education and Training, to identify procedures for the requesting of dual credits at RRC. A dual credit is a post-secondary course that can be used towards both a high school diploma and a post-secondary certificate, diploma or degree.

Adult Education Certificate

College faculty members are recruited for their expertise in an occupational field. To help them develop strong teaching skills, full-time faculty are required to obtain a Certificate in Adult Education (CAE). The CAE program is a post-secondary certificate program in adult education that is delivered through Manitoba's colleges. The program is continually reviewed and revised with new courses being developed to reflect new initiatives in the colleges and in adult education. Manitoba is one of only a few provinces to require college faculty to have post-secondary training in the development and delivery of training for adult students.

Achievements of Students and Graduates

The talents of Red River College students were again recognized for their achievements at the College and in competitions and projects across the country and around the world:

- Travis Bighetty, a graduate of the Continuing Education Youth Recreation Activity Worker program, received the 2004 Manitoba Aboriginal Cultural Achievement Award.
- Graeme Findlay, a first-year Digital MultiMedia Technology student, won Global Television's competition for a 30-second spot for Deja Vu TV, an affiliate of Global Television.
- Kristen Guy, a Graphic Design - Advanced Diploma student, won the Downtown Biz Banner Competition for the China Town banner. Her design was showcased on the light poles throughout China Town during 2004. An RRC student has won this Banner Competition for four consecutive years.

- Julie Horbal and Chris Kitching, Creative Communications students, received the Jack Matheson Award from the Manitoba Sportswriters and Sportscasters Association (MSSA).
- Lisa Meagher and Nancy Renwick, first-year Creative Communications students, were selected to participate in the International Notebook Program in Ottawa, (offered by the Department of Foreign Affairs and International Trade), February 1 to 8, 2004.
- Joanne Muldoon, a graduate of MRI program placed second for the Research Focus award at the 13th annual conference of the section for MRI Technologists in Kyoto, Japan.
- Lesley Page, a Graphic Design - Advanced Diploma student, won first place in the Habitat for Humanity Logo Competition. Lauren Heinrichs, also a Graphic Design - Advanced Diploma student, won second place.
- Roger Peters, a student in the Mechanical Engineering Technology program was presented an award at the ASM (The Materials Information Society) Manitoba chapter student's night.
- Julie Remillard, a Computer Engineering Technology student, won the IEEE (Institute of Electrical and Electronics Engineers) Palin Award for Western Canada. Julie's paper highlighted her design of a head-controlled mouse for quadriplegics. This is the thirteenth year in a row an Electrical/Electronic Engineering Technology (EET) student from Red River College has won the award.
- Megan Scott, a second year Disability and Community Support student, was selected by the Association for Community Living-Manitoba to attend a conference in Ottawa designed to address issues involving youth with disabilities.
- Aaron Shaer, a Boilermaker student at RRC won the 11th Annual National Boilermaker Competition in Sydney, Nova Scotia. This was a four day event consisting of both practical and theory examinations.
- Sarah Stryk, a graduate of the Hotel and Restaurant Administration program received the Alexander Campbell Scholarship award from the University of Calgary.
- RRC hosted the Canadian Skills competition in May 2004. Gold Medals were awarded to Kris Benedictson (Bricklaying), Cody Johnston (Auto Service Technician), and Julien Felx (Aircraft Maintenance Engineer). Silver medals were awarded to Jeff Hudson (Cabinet Making), and Andrew Sirett (Auto Service Technician). Bronze medal was awarded to Jondell Reimer (Automotive Technician).
- Red River's IEEE (Institute of Electrical and Electronics Engineers) Student Branch won second place in a national Student Web Page Design Competition.
- Under the direction of Culinary Arts instructor Tom Pitt, several Culinary Arts students competed at the Brandon Chefs Association Culinary Competition. Gold medals were won by Marli Silverman, Huguette Grenier, Patricia Greenwood, Carl Habeck, Kimberly Webster, Melissa Da Silva and Travis Tulyk. In addition to winning a gold medal, Clint Morissette also won the Top Student award.

Lieutenant-Governor's Medal award winners in 2003/2004 were:

- David Shawn Boese
  Business Administration
- David J. Carlson
  Carpentry and Woodworking
- Karen Lee Chanas
  Chemical and Biosciences Technology
- Leon P. Janzen
  Computer Analyst/Programmer

Gold Medal winners at the 2004 graduation were:

- Alexander P. Beardy
  Aboriginal Language Specialist
- Dianna Jolene Hudson
  Aboriginal Self-Government Administration
- Paul E. Leost
  Aircraft Maintenance Engineer
- Jason Ryan Fallis
  Aviation Management
- Pamela R. Froese
  Animal Health Technology
- Bryan Kyle Rodewald
  Automotive Technician
- David Allister Klassen
  Business Administration
- Darrell G. Johnstone
  Chemical and Biosciences Technology
- Wanda R. Hildebrandt
  Child & Youth Care
- Erik P. Warkentin
  Civil/CAD Technology (Structural Engineering)
- Michel J. Gauthier
  Computer Analyst/Programmer
- Leon P. Janzen
  Computer Analyst/Programmer
- Jakob Klassen
  Computer Engineering Technology
- Jonathon A. Schmidt
  Creative Communications
- Joanna Baylon
  Culinary Arts
- Pamela Habing
  Digital MultiMedia Technology
- Tammy L. Wuerch
  Diploma Nursing (Accelerated)
- Kristin Oleenia Lepischak
  Disability & Community Support
- Trena Hilsher
  Early Childhood Education
- Shelly J. Siemens
  Graphic Design
- Thomas Stephan Kowalchuk
  Greenspace Management
- Chantelle Colleen Crowe
  Hotel & Restaurant Administration
- A. Nancy Masson
  Health Information Technologist
- William L. Cooper
  Information Systems Technology
- Jeff L. Huff
  Information Systems Technology
- Patricia Ann Honeybun
  Medical Laboratory Sciences
- Alexi R. Thiessen
  Medical Radiologic Technology
- Bradley Wade Nerbas
  Mechanical Engineering Technology
- Jason J. Bilous
  Teacher Education (Vocational Industrial)
- Julie S. Malcolm
  Tourism
- Rick Penner
  Wood Products Manufacturing Technology

NEW DIRECTIONS

Every year more students attend Red River College and every year more graduates enter Manitoba's workforce to help build a prosperous and sustainable province. Red River is a premier College, focused on learning, innovation and excellence. The College is proud of its sixty year tradition in Manitoba and is committed to being a national leader in high quality applied education, partnerships and applied research.

Recently the College has experienced its largest expansion since the Notre Dame Campus was constructed nearly thirty years ago. Over the last five years new programs were introduced every year and enrolments increased dramatically. The Princess Street Campus opened and Stevenson Aviation and Aerospace Training Center has been fully integrated with the College. Regional Campuses grew in response to the needs of the local communities. There are more international and distance learners now than in previous years. The future is bright for RRC as it moves to the next level of excellence.

Student and Graduate Success

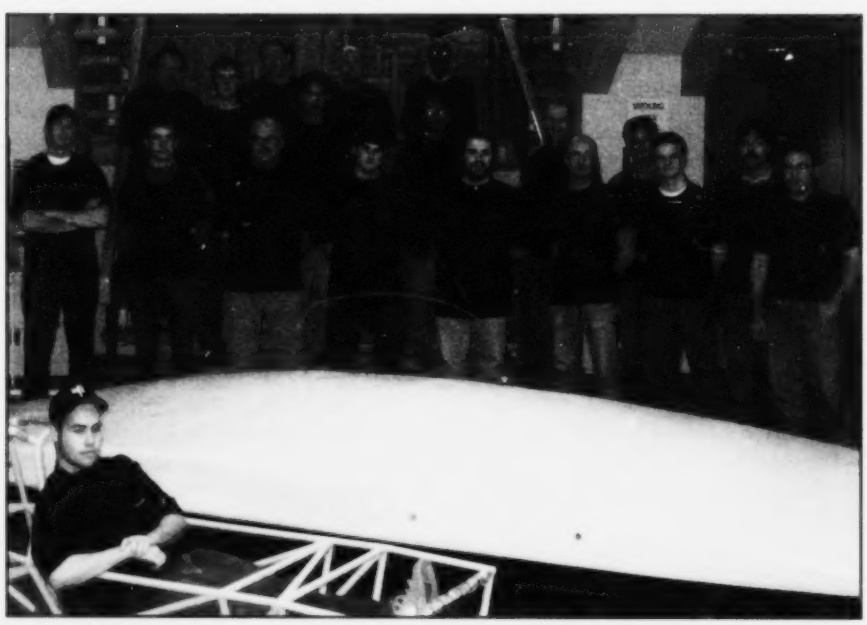
Helping students achieve their educational goals is at the core of the mandate of RRC. The College will continue to emphasize high quality and relevant academic programming, strong services and student support initiatives, and a safe environment to achieve high retention and graduation rates. RRC will also continue to provide the foundation for high rates of employment, earnings, citizen engagement and continued education after graduating. The College will focus on student and graduate success in a number of ways including:

- Continuing to ensure the highest quality and relevancy of academic programming.
- Establishing a "one-stop-shop" for student services at the Notre Dame Campus to provide a window of access for students to a complete range of student supports.
- Initiating a multi-year student retention strategy including a student-at-risk identification and intervention system.
- Developing an integrated information system at RRC to enhance services and connections with students.
- Developing, in conjunction with the Council on Post-Secondary Education, a new model of measuring retention, attrition and graduation.
- Developing a comprehensive quality assurance initiative for academic programming, including a College-wide benchmarking strategy and standards for programs in such areas as retention, student satisfaction and graduate outcomes. An employers' survey will also be pilot tested.
- Providing supports for Aboriginal and immigrant students to facilitate academic success.

Excellence in Teaching and Learning

RRC is in the knowledge business and delivers comprehensive applied learning programming including preparatory, ESL, certificate, diploma, advanced diploma and joint baccalaureate education. In promoting excellence in teaching and learning, the strategy will be to encourage faculty to stay current with new knowledge, instructional methods, and technologies that affect the andragogical process, as well as to understand and appreciate the diverse cultural, academic and economic origins of students. The College will focus on excellence in the following ways:

- Continue to support the professional development of faculty, including acquiring advanced credentials through graduate study at RRC through Central Michigan University and baccalaureate study in Technical Education through Ferris State University.
- Review the academic expansion strategy.
- Implement the redesigned "Learning Portfolio," which will encompass within one Division of the College the full range of academic programming. The new learning portfolio will bring together programs to ensure that the College will continue to manage growth and innovation over the coming years.



RRC's solar-powered vehicle will compete in the 2005 North American Solar Challenge.

- Continue to study academic delivery mechanisms to improve access to regular programs, including reviewing registration processes, working towards more on-line courses, having multiple modes of delivery, more flexible scheduling, and more community based and workplace programming.
- Participate in the Adult Learning Focused Institution (ALFI) self-evaluation process. Engaging in the process will enable the College to assess how well it is serving the diverse needs of the adult learner population.
- Build on the very significant growth in distance learners (194 percent increase over five years). The College Expansion Initiative has supported this growth at the College and will continue in the future. A robust technological infrastructure is key for continued expansion.

Applied Research, Commercialization and Innovation

RRC will contribute to the innovation agendas of both the Provincial and Federal governments. The College will work to achieve its explicit research mission to assume a leading role in the application of knowledge through directed applied research in specific areas of expertise, to enhance the connectivity between College expertise and the needs of industry, and to create an institutional climate of support for applied research. By adding applied research projects to the curriculum, the College will educate the next generation of applied researchers, equipping them to assume leadership roles in their respective fields.

RRC will seek Natural Sciences and Engineering Research Council (NSERC) institutional eligibility status and will participate with 5 other Colleges from across Canada in NSERC's College and Community Innovation Pilot Program.

RRC will leverage these recent successes along with the newly established Applied Research and Commercialization (ARC) office to build applied research capacity and to increase innovation funding. To continue the progress of applied research, the College will:

- Develop the Centre for Applied Research in Sustainable Infrastructure (CARSI) at the Notre Dame Campus, the College's first dedicated applied research facility, which will focus on research in composite material and sensors, asphalt and concrete pavements, large light-frame wooden structure and building envelopes.
- Achieve institutional eligibility from the Social Sciences and Humanities Research Council (SSHRC) and the Canadian Institutes for Health Research (CIHR).
- Pursue applied research in niche areas, including sustainable infrastructure, advanced manufacturing, bio-sciences, human care services, alternative energy and educational technologies.
- Develop a culture of applied research to provide opportunities for faculty and students.
- Promote the expertise and capacity of the College to industry, business and government.

Helping Build a 21st Century Workforce

There are high aspirations for achieving post-secondary education in all segments of the population in Manitoba. Life-long learning is a requirement for continued participation in the workforce. The number of learners is growing and the diversity of learners is increasing. RRC will work towards a 21st Century workforce where 70% of jobs will require post-secondary education. The College will, through the support of the College Expansion Initiative, develop such new and expanded programming as:

- Registered Nursing. Program expansion includes three components including increasing enrolments in the first year classes of the existing Diploma Nursing Accelerated (DNA) and Joint Baccalaureate programs, increasing the number of LPNs who enter directly into second year of the DNA through PLAR, and delivery of the DNA program to three rural communities through distance learning.
- Life Sciences and Biotechnology Training Initiative. This initiative consists of six distinct programs designed to build capacity within Manitoba's life sciences and biotechnology sector. The following programs will form the core of the initiative: (1) Pharmaceutical Production Certificate; (2) Applied Pharmaceutical Technologies Advanced Diploma; (3) Quality Systems and Applied Research Advanced Diploma; (4) Quality Assurance / Quality Control Advanced Diploma; (5) Clinical Research Certificate; and (6) Research Support Advanced Diploma.
- Community Development / Community Economic Development Diploma with Certificate exit. This program encompasses both certificate and diploma streams. The certificate will provide curriculum that is common to all three colleges. The second year (diploma year), however, will be specific to RRC with content focused on urban development issues. RRC will also offer internships for both community members and CD/CED practitioners. This program aims to build capacity among both current and future CD/CED practitioners.
- Computer Analyst / Programmer (CA/P) Integrated Diploma, which will provide students with skills in computer application development and systems analysis and design. The integrated program is unique in that it extends the regular CA/P program from two to three years in order to provide additional developmental instruction and guidance to traditionally under-represented groups.
- Electrical/Electronic Engineering Technology (EET) Integrated Diploma provides students with the knowledge and skills to design and develop a wide variety of electronic equipment and systems. The integrated program is unique in that it extends the regular EET from two to three years in order to provide additional developmental instruction and guidance to traditionally under-represented groups.

Other ways the College will work towards a 21st century workforce include:

- Continuing to be an open access college and focus on providing multiple

modes of opportunities for learners to access applied learning.

- Advancing Aboriginal education. Manitoba has the highest percentage of Aboriginal people of all provinces. The Aboriginal population has a median age 16 years younger than the non-Aboriginal population. Educational attainment is less than the non-Aboriginal population at this time, but First Nations high school students have high aspirations for achieving post-secondary education. The future prosperity of Manitoba will rely on a highly educated and skilled Aboriginal population. The College will continue a focus on excellence in Aboriginal Education linked to the aspirations and leadership of the Aboriginal community and the needs of the labour market.
- Fostering participation in college education from all potential students.
- Embedding learning outcomes in all programs to ensure technological competence, employability skills, cultural understanding and ethical practice. This will ensure learners achieve the knowledge, skills and abilities to be a world-class workforce in Manitoba and to secure advantage in a rapidly changing and globalizing world.
- Meeting the educational needs of immigrants. Population growth in Manitoba is being driven in large part through immigration, which means that economic growth is also being driven by immigration. RRC will work to meet the academic and student support needs of immigrants.
- Increasing the number of international students. The College will develop and implement more aggressive international student recruitment activities.
- Reinforcing skilled trades training. There is a current critical shortage in the skills trades and it is anticipated that this will worsen in the future. RRC has core strength in apprentice trades. The College will continue its commitment to provide skills training and plan and advocate for additional facilities and equipment.
- Focusing on strategies to reinforce its educational programming to meet the life-long learning needs of the future.
- Developing innovative learning strategies such as Prior Learning Assessment and Recognition (PLAR), hybrid (face-to-face and web enabled) learning, dual credit (school and post-secondary) courses and articulation arrangements with high schools, other colleges and universities.
- Expanding customized training to meet the specialized requirements of employers.
- Providing opportunities for applied degrees. Students and employers in specific fields have advocated for applied degrees due to changes in technology and the requirement for a more highly skilled and innovative workforce. RRC will respond to this need by developing an approach to grant applied degrees. Such degrees are granted by community colleges and technical institutes and focus on advanced study and career preparation in areas where there is demonstrated market demand for occupational programming longer than a two year diploma, but which is qualitatively different from the types and objectives of learning in a university setting.

Incorporating Ethics and Social Responsibility

Colleges and institutes are renowned for applied and occupationally focused programs that prepare highly competent graduates for the workforce. In a globalized society college graduates may benefit from a greater understanding of values, ethics, environmental sustainability and social responsibility. The College will develop and pilot a "Values, Ethics and Issues in Technology and Society" course as a vehicle for introducing ethics, social responsibility and sustainable development across the curriculum.

Physical Infrastructure

Over the last five years enrolments in Regular Programs have increased by thirty-three percent and in apprenticeship programs by thirty percent. This enrolment expansion has driven the growth of facility and equipment infrastructure. Over the last five years the square footage of the College has increased by thirty-two percent. This growth in physical capacity will continue as RRC continues it transformation into a multi-campus College. Milestones in the future will include:

- Developing a campus master plan. The College will focus on developing a long-term multi-campus master plan to provide continuing directions for facility development and renewal. Elements will include a future focus, risk assessment, environmental sustainability and work place safety and personal safety.
- Continuing construction at RRC with, for example, the building of the applied research facility for sustainable infrastructure.
- Working with the Students' Association in partnership in the development of Student Street at the Notre Dame Campus, including a renovated student store, The OX, and a new study space.
- Enhancing the physical capacity of Regional Campuses will continue as local requirements prove.
- Continuing the development of the Millennium Park at the Notre Dame Campus.
- Selecting a suitable facility to develop for heavy industrial training, including boiler makers, ironworkers, craning and hoisting and possibly sheet metal workers.
- Resolving the requirements for the Heavy Equipment and Transportation Centre.

A Healthy and Safe Working and Learning Environment

The College is committed to providing a safe, healthy learning and working environment that promotes performance and allows all college members to participate and grow, be respectful of each other and the diversity of the College and society. This will mean developing a safety culture and ensuring a safe workplace in recognition of the workplace legislative changes in the province. In addition, the College will undertake the second phase of the Well-being in the Workplace Through Healthy Organizations project. This is the follow-up survey and analysis to measure the attitudes of faculty and staff about working at the College after a set of changes implemented as a result of the first survey.

ACADEMIC PROGRAMS

ABORIGINAL AND TEACHER EDUCATION

Dean Mary Courchene
Room F116, Phone 632-2534, email mcourche@rrc.mb.ca

The division offers a number of strategic programs and services designed to assist students from various backgrounds to be successful in all areas of the College. An important focus has been co-operative work with the Aboriginal community. The division continues to improve programming and supports for Aboriginal (First Nation, Metis and Inuit) students and to improve services to Aboriginal communities by partnering with organizations and agencies in providing community-based education programs.

This division includes two academic departments: Aboriginal Education and Program Development, and Teacher Education, as well as the ACCESS programs and the Aboriginal Resource/Student Centre.

ACCESS Model Programs

The ACCESS Model Program is designed to provide admission to specific Red River College programs for individuals who would not otherwise have the opportunity to attend College because of social, economic or cultural factors; formal education; or geographical location (inaccessibility to post-secondary institutions).

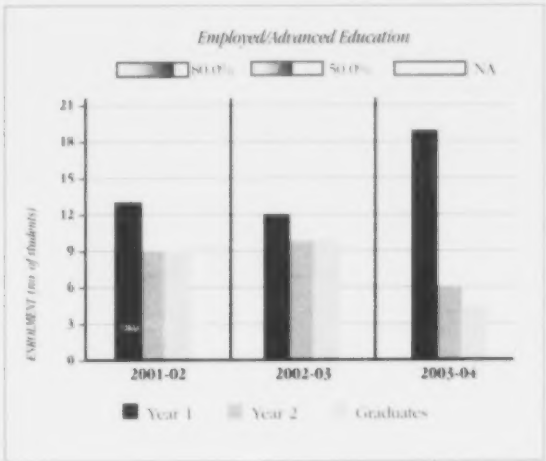
This program offers entry into the following programs:

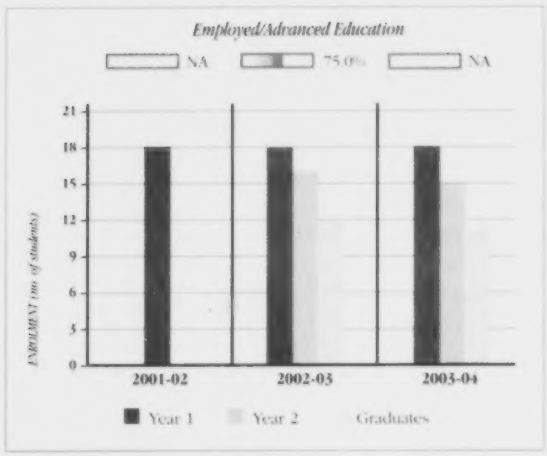
- Southern Nursing Program
- Business Administration Integrated
- Integrated Pre-Trades
- Integrated Science and Technology (ISTAP) (Civil CAD)
- Other discretionary Red River College certificate or diploma programs

Aboriginal Language Specialist

Two-year diploma program

This program trains Algonquian speakers (Cree, Ojibwe, Oji-Cree and Michif) in translating and interpreting in a variety of settings. The initial focus is in the legal and medical areas which require both Algonquian and English interpretive skills. Graduates find employment as interpreters in the court and medical system as well as with Aboriginal organizations, agencies, and government agencies.

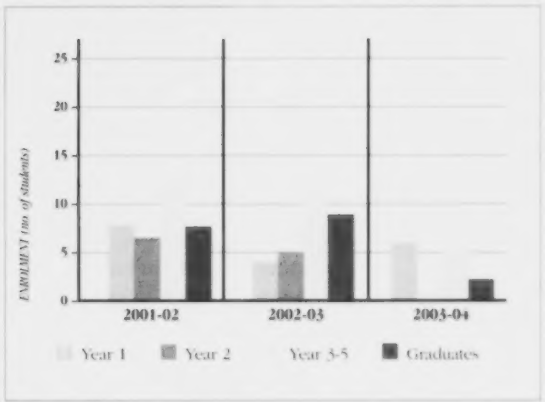




Aboriginal Self-Government Administration

Two-year diploma program

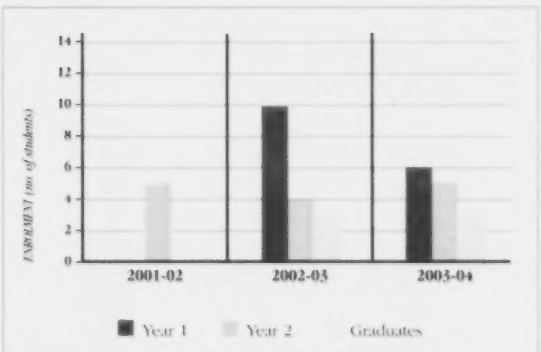
This program provides training for Aboriginal students in the Aboriginal self-government process. Training is provided in all the fundamental aspects of the self-government process, including knowledge of political systems, traditional and existing models of self-government, and the skills associated with administration, finance, management and policy analysis.



Business Teacher Education

Five-year Bachelor of Education degree
delivered jointly by RRC and the University of Winnipeg

The Business Teacher Education program develops knowledge and skills in general business, accounting, marketing and secretarial; including technical skills in computer applications, word processing and computer accounting; and teaching methodology in business. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, as well as a diploma in Business Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Education and Training which allows them to teach in secondary schools in Manitoba.



Business Teacher Education - After Degree

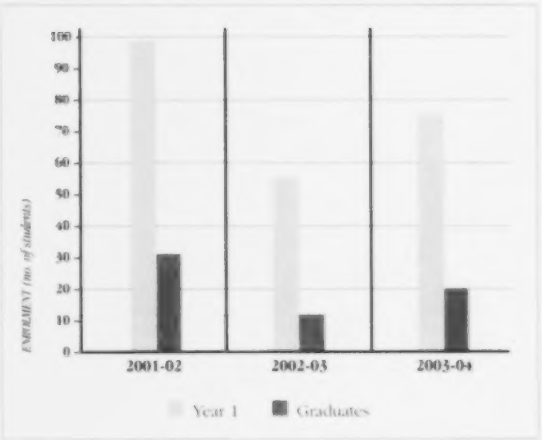
Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in business, combined with teaching methodology, required for the teaching major in business education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.

College Preparation for Aboriginal Students

One-year certificate program

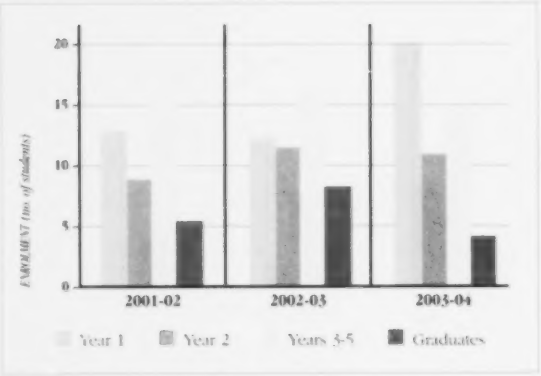
The purpose of this program is to assist Aboriginal students in the development of mathematics, science, communications and professional skills. The program is designed to prepare students to take further training at the College and/or broaden employment opportunities.



Industrial Arts/Technology Teacher Education

Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

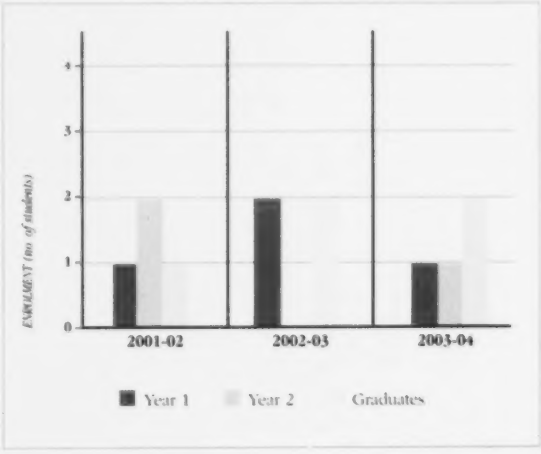
This program develops knowledge and skills in manufacturing, power and energy, graphic communications and construction; including computer applications, and teaching methodology in industrial arts and technology education. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, and a diploma in Industrial Arts Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Teacher Education and Training which allows them to teach in secondary schools in Manitoba.

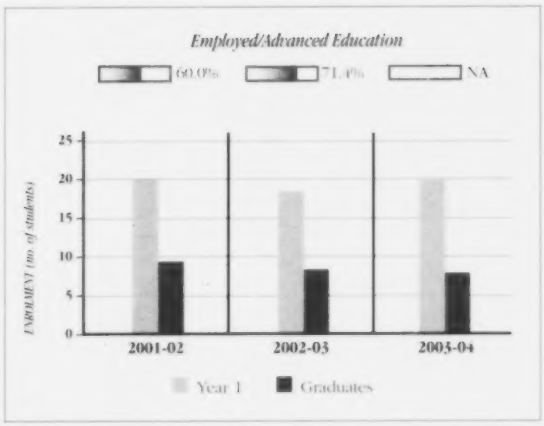


Industrial Arts/Technology Teacher Education - After Degree

Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg.

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree program with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in industrial arts/technology, combined with teaching methodology, required for the teaching major in industrial arts/technology education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.

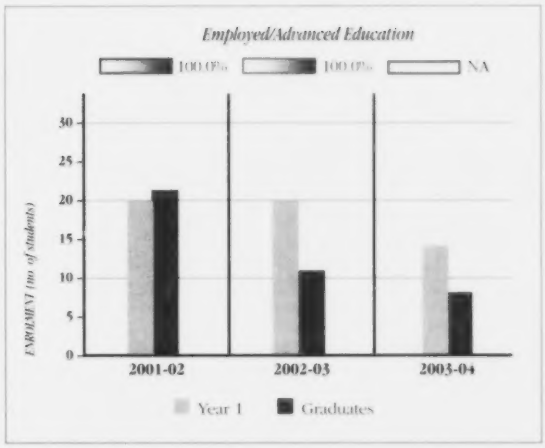




Microcomputer Applications

One-year certificate program

This program provides Aboriginal students with training in a number of computer software applications, accounting, and communication skills for use in businesses and organizations. Depending upon individual interest and ability, students who complete the program are able to work in a wide range of positions with businesses and organizations from clerical to administrative functions.



Vocational Industrial Teacher Education

One-year accelerated diploma program

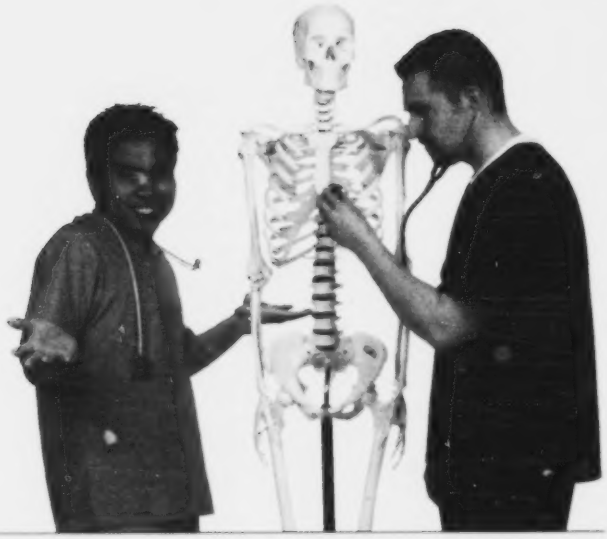
This program provides the knowledge and skills required for certification by Manitoba Education and Training. Graduates are eligible for a Permanent Special Vocational Industrial Teaching Certificate from Manitoba Education and Training which allows them to teach in their vocational area in secondary schools in Manitoba. Graduates are also granted credit for the first two years of the four-year Bachelor of Education program at the University of Winnipeg. Graduates find employment in teaching positions in high schools offering vocational industrial programs and in community colleges.

Red River College's state-of-the-art television studio at the Princess Street Campus.

APPLIED SCIENCES

Dean Barry Garbutt
Room A135, Phone 632-2215,
Email bgarbutt@rrc.mb.ca

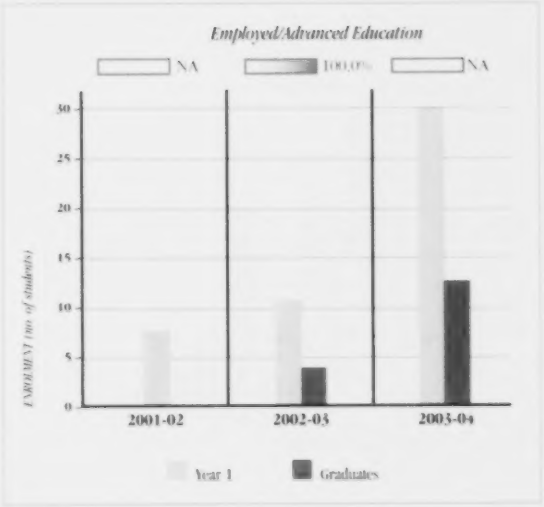
This division consists of four departments: Community Services; Electrical/ Electronic Engineering Technology; Health Sciences; and Nursing. These departments provide training in joint baccalaureate, advanced diploma, apprenticeship, diploma and certificate programs. As well, the division is involved in a number of human and health service partnerships with other agencies.



Advanced Network Technology

One-year advanced diploma program

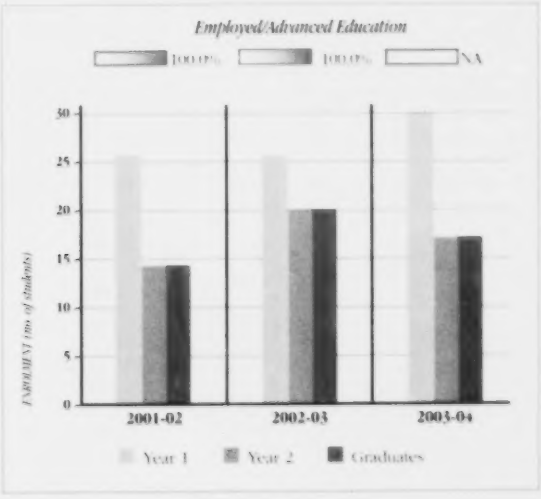
This multidisciplinary program encompasses courses covering a range of topics from windows client server operating systems, computer hardware, advanced networking, network cabling, Unix, and web development courses. Graduates will have a deeper understanding of computer systems through focus on current hardware, operating systems and network technologies.

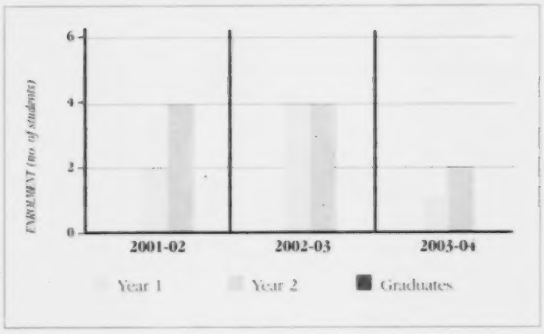


Animal Health Technology

Two-year diploma program

This program trains students to develop the knowledge and skills required to be a member of the animal health care team. Graduates find employment in private veterinary practices, farm production units, research laboratories and with zoological collections and the federal or provincial governments.

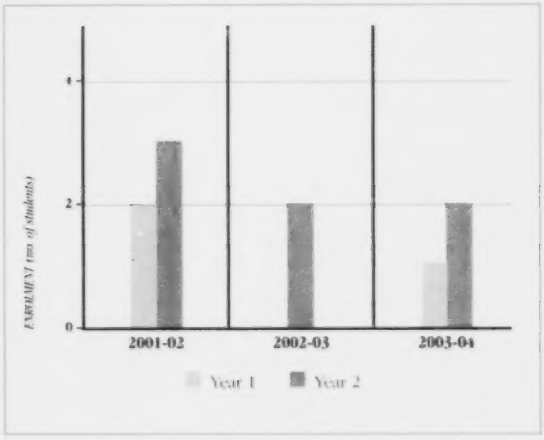




Applied Biology

Joint four-year degree program offered in partnership with the University of Winnipeg

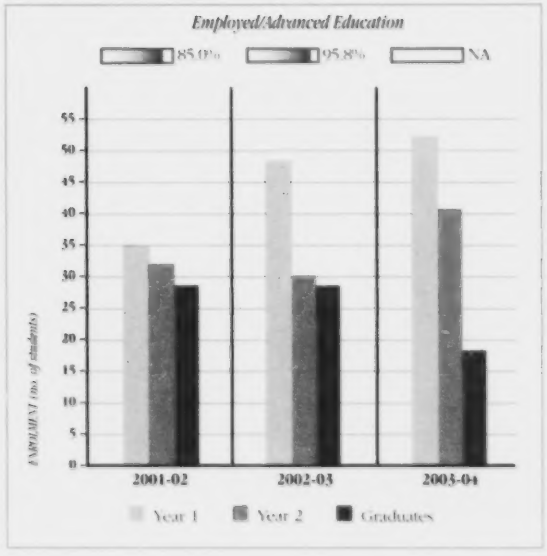
This program has been developed to address the needs of the health-based industries of Manitoba. Biotechnology is the area of emphasis.



Applied Environmental Studies

Joint four-year degree program offered in partnership with the University of Winnipeg

Applied Environmental Studies is a joint degree program with the University of Winnipeg. It is designed to address the human resource needs of the environment-based industries of Manitoba. Ecology and sustainability are the two areas of emphasis.



Chemical and Biosciences Technology

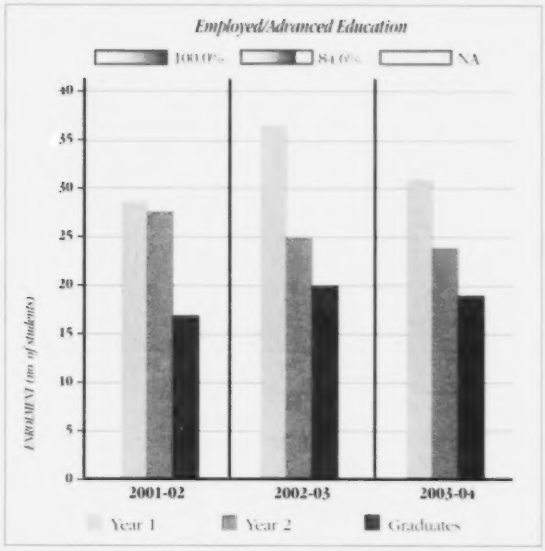
Two-year co-op education diploma program

On completion of this program, students will have the knowledge and skills required to work as technologists in the chemical/life sciences fields. Graduates find employment as technologists in the following areas: analytical analysis, research, quality assurance and biotechnology.

Child and Youth Care

Two-year diploma program

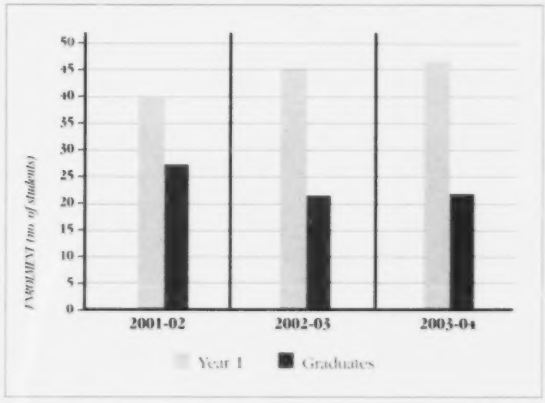
This program trains practitioners to help children, youth and their families develop their strengths and skills to identify and resolve concerns that occur in their lives. Child and Youth Care practitioners work in a wide range of settings with children and youth experiencing behavioural and/or emotional difficulties. The need for child, youth and family support expands in response to the multiplicity of social and economic issues affecting communities.



College Preparation for Nursing

One-year certificate program

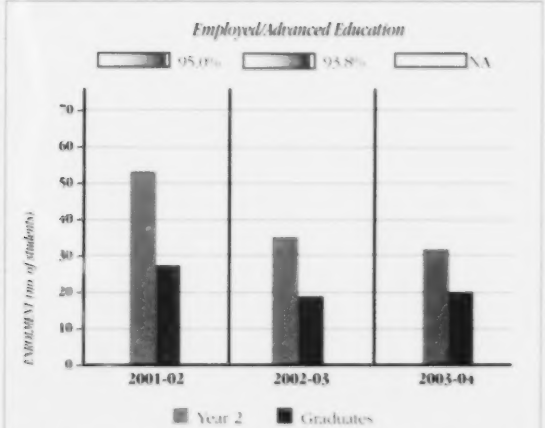
This program is designed to provide students with the academic and professional skills necessary to enter and be successful in the Joint Baccalaureate Nursing Program.



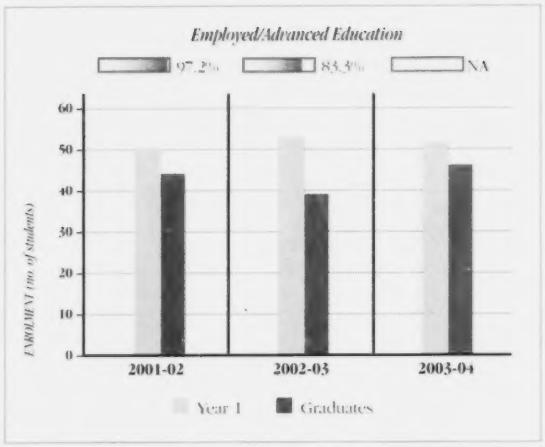
Computer Engineering Technology

Two-year diploma program

This program develops a broad general background in electronics with specialty training in computer hardware and software, including troubleshooting, maintenance and servicing. Graduates find employment in almost every aspect of industry: in research and development, installation, testing and maintenance, design and marketing.



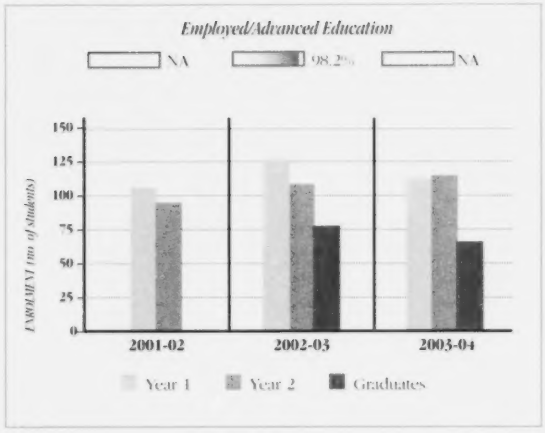
Note: *Computer Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*



Dental Assisting – Level 2

One-year certificate program

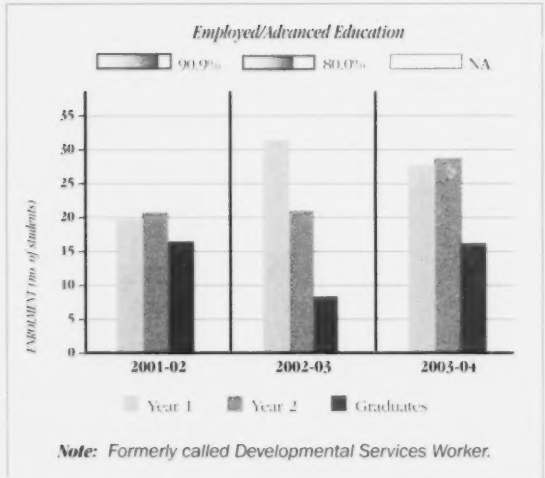
This program develops the skills required to assist the dentist in all dental procedures, mixing materials and preparation of instruments, operatories and patients. Graduates find employment in private dental offices, large clinics and in government public health programs.



Diploma Nursing - Accelerated

Two-year diploma program

The Diploma Nursing (Accelerated) [DNA] Program is a 25-month continuous program. On successful completion of the program, graduates are awarded a Diploma in Nursing from Red River College and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a diploma program focus on promoting health and caring for those already ill. They provide services to individuals and families in many settings, but primarily in health care institutional settings.



Disability & Community Support

Two-year diploma program

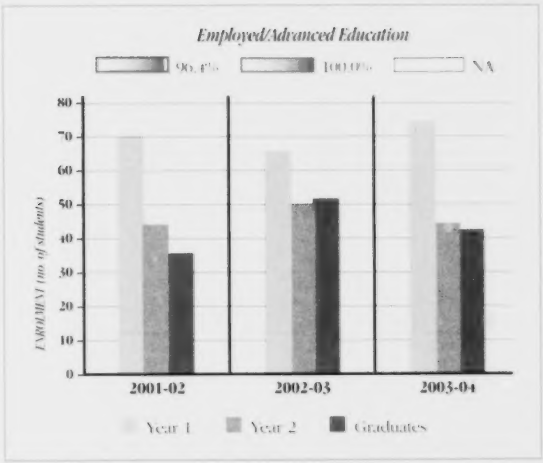
This program provides the knowledge and skills required to provide quality assistance to people with an intellectual disability living in the community. Positions may be found in community residential settings, employment-related programs, and developmental and educational services.

Note: *Formerly called Developmental Services Worker.*

Early Childhood Education

Two-year diploma program

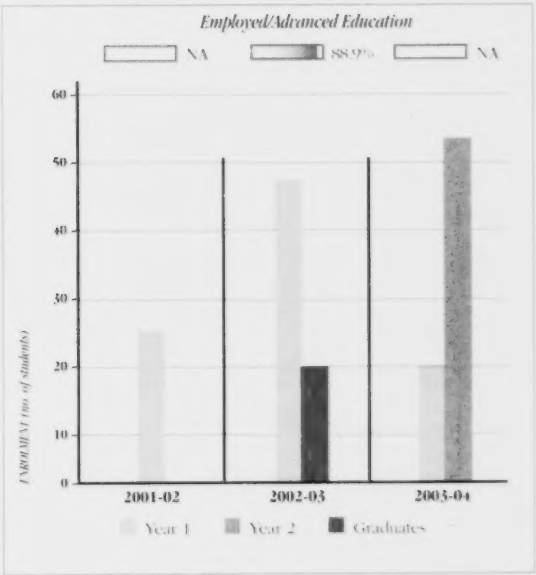
The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Graduates find employment working with young children in a variety of child care centres.



Early Childhood Education - Workplace

Two-year diploma program

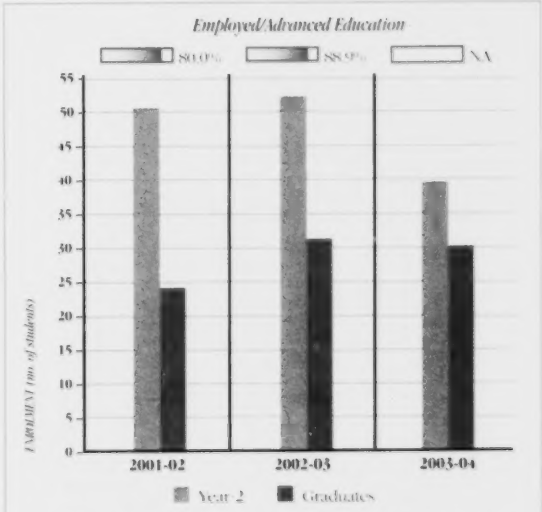
The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Students attend classes at Red River College two days a week and work at their current employment for three days a week. Graduates competently plan appropriate learning experiences that stimulate the intellectual, physical, emotional and social development of young children.



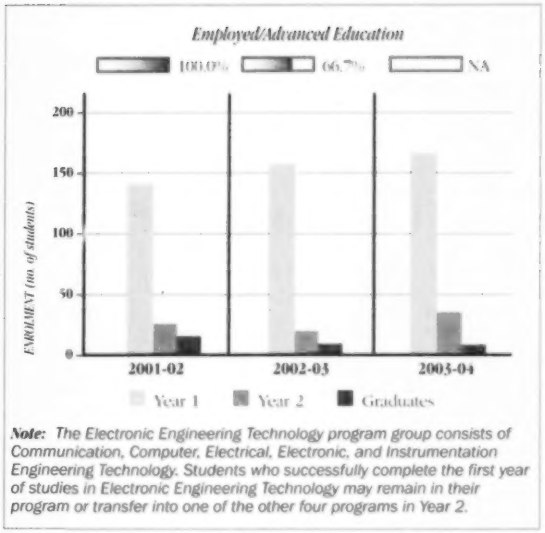
Electrical Engineering Technology

Two-year diploma program

This program trains students to design, construct, troubleshoot and maintain a wide variety of electrical power systems. Graduates find employment at the engineering technologist level in electrical utility systems, consulting engineering, electrical manufacturing, electrical contracting, manufacturing and government agencies.



Note: *Electrical Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

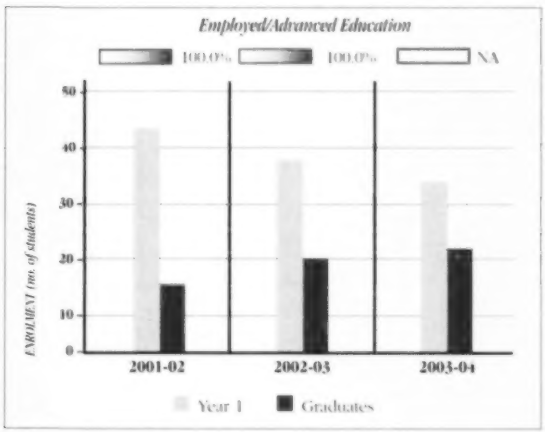


Note: *The Electronic Engineering Technology program group consists of Communication, Computer, Electrical, Electronic, and Instrumentation Engineering Technology. Students who successfully complete the first year of studies in Electronic Engineering Technology may remain in their program or transfer into one of the other four programs in Year 2.*

Electronic Engineering Technology

Two-year diploma program

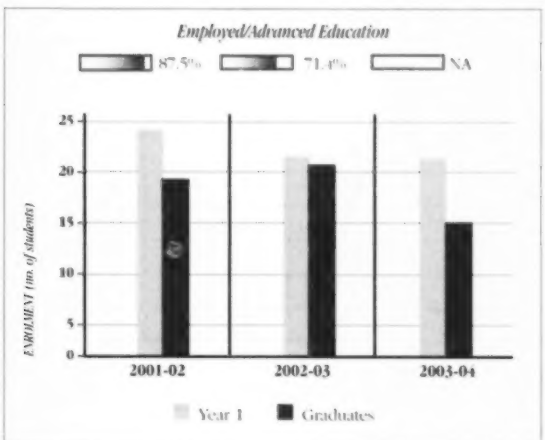
This program develops the knowledge and skills required to test, repair and develop a wide variety of electronic systems and equipment. Graduates find employment in a broad range of electronics-related occupations: in research and development; assisting in project development; in technical sales, selling and servicing electronic equipment; and in design and quality control.



Electronic and Network Technician

One-year certificate program

The purpose of this program is to develop graduates with a sound knowledge of electrical and digital fundamentals including an expertise in computer servicing, network design, installation and maintenance. Graduates have found employment in automated factories as installer and maintenance staff, in medical electronics and computer services and public utilities.



Family Support Worker

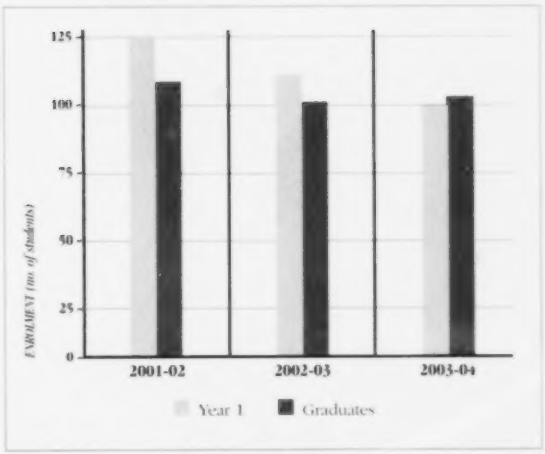
Nine-month certificate program

The purpose of this program is to train practitioners to have a wide range of skill development including assessment, advocacy, communication, referral and parenting skills. This program is delivered in partnership with Urban Circle.

Health Care Aide

Five-month certificate program

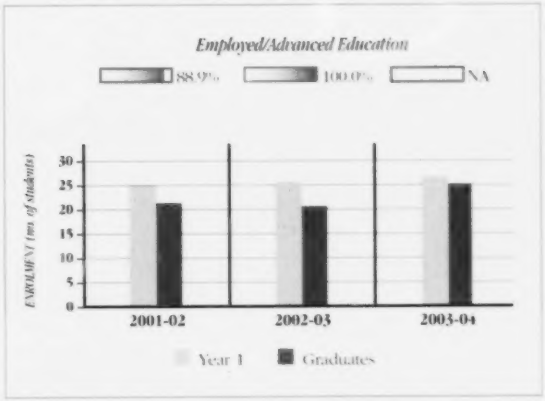
This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.



Health Care Aide/Unit Clerk

Nine-month certificate program

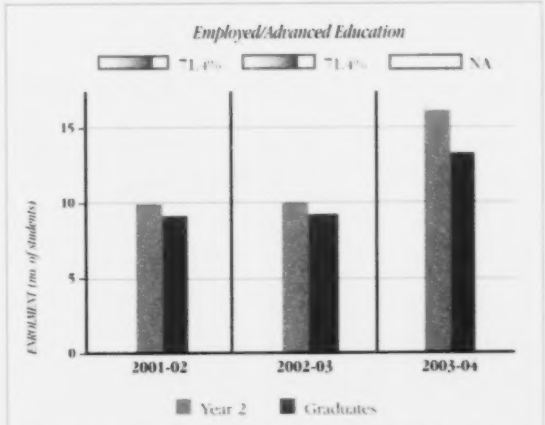
This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Further, students learn the skills necessary to function as a unit clerk in a health care facility. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.



Instrumentation Engineering Technology

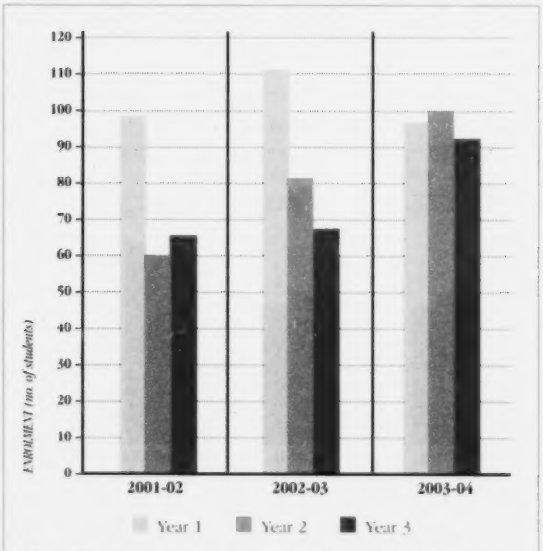
Two-year diploma program

Students learn to design, construct, troubleshoot and maintain a wide variety of control systems. Graduates find employment as instrument mechanics, working with tools; as instrument technologists in engineering offices; as junior designers; and as technical sales people. Some graduates have moved into management positions.



Note: *Instrumentation Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

Nursing class at Notre Dame Campus.



Note: *Students graduate from the University of Manitoba.*

Joint Baccalaureate Nursing

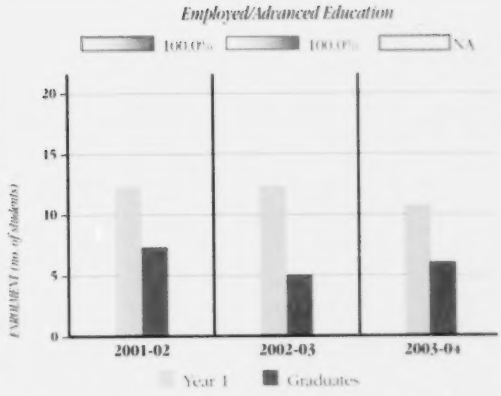
Joint four-year degree program

The Joint Baccalaureate Nursing [JBN] Program is a four-year program offered in partnership with the University of Manitoba (U of M). The students take the first three years of the program at RRC and the fourth year at the U of M. On successful completion of the program, graduates are awarded a Bachelor of Nursing Degree from the U of M, and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a degree program focus on promoting health and preventing illness, and caring for those already ill. They provide services to individuals, families and communities in institutions, clinics, private homes and a broad range of other settings.

Magnetic Resonance Imaging and Spectroscopy

Nine-month advanced diploma

This advanced program teaches proficiency in producing high quality images and optimal utilization of MRI equipment. Students are prepared to write the National Certification examinations. Graduates are also prepared in basic spectroscopy. This is a partnership program with the Institute of Biodiagnostics at the National Research Centre and clinical sites.

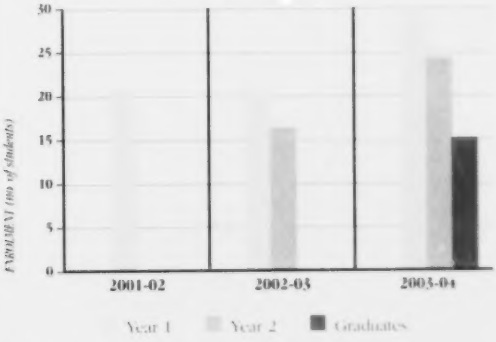


Note: *Because this program has a second intake in March, some students graduate with the next year's class.*

Medical Laboratory Sciences

Two-year diploma program

This program is designed to provide the academic foundation and supervised practical experience to develop the required skills for working in a medical laboratory environment.

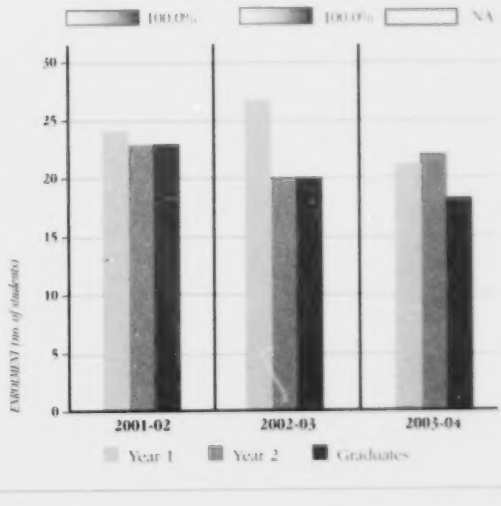


Note: *The first graduating class was in August 2003.*

Medical Radiologic Technology

Two-year diploma program

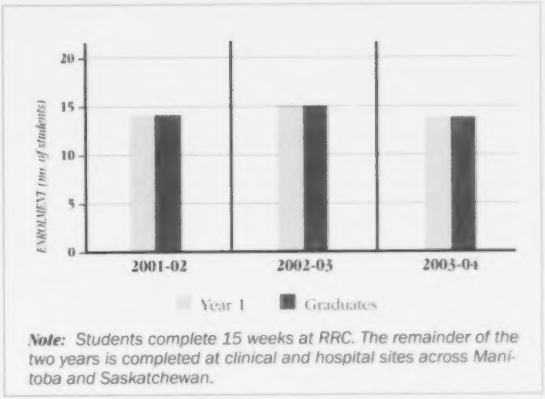
The purpose of this program is to develop proficiency in the management of patients and the safe operation of x-ray equipment. Graduates find employment in hospitals and medical clinics. Some are working in related teaching and research, while others are employed as technical advisors or representatives for x-ray equipment and supply manufacturers. Graduates may choose to further their training in magnetic resonance imaging and ultrasound programs.



Radiation Therapy

Two years

This program develops the knowledge and skills required to work in the treatment of cancer by use of ionizing radiation. Graduates find employment in cancer treatment centres in Manitoba and across Canada.

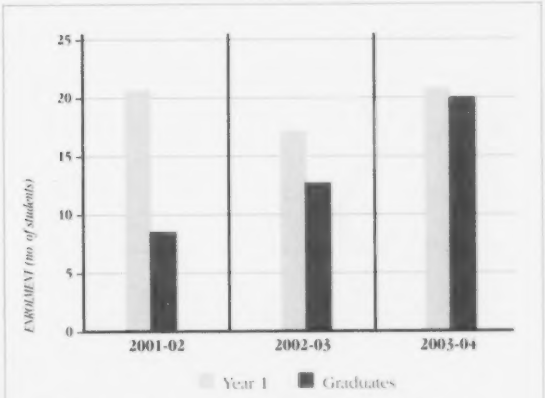


Note: *Students complete 15 weeks at RRC. The remainder of the two years is completed at clinical and hospital sites across Manitoba and Saskatchewan.*

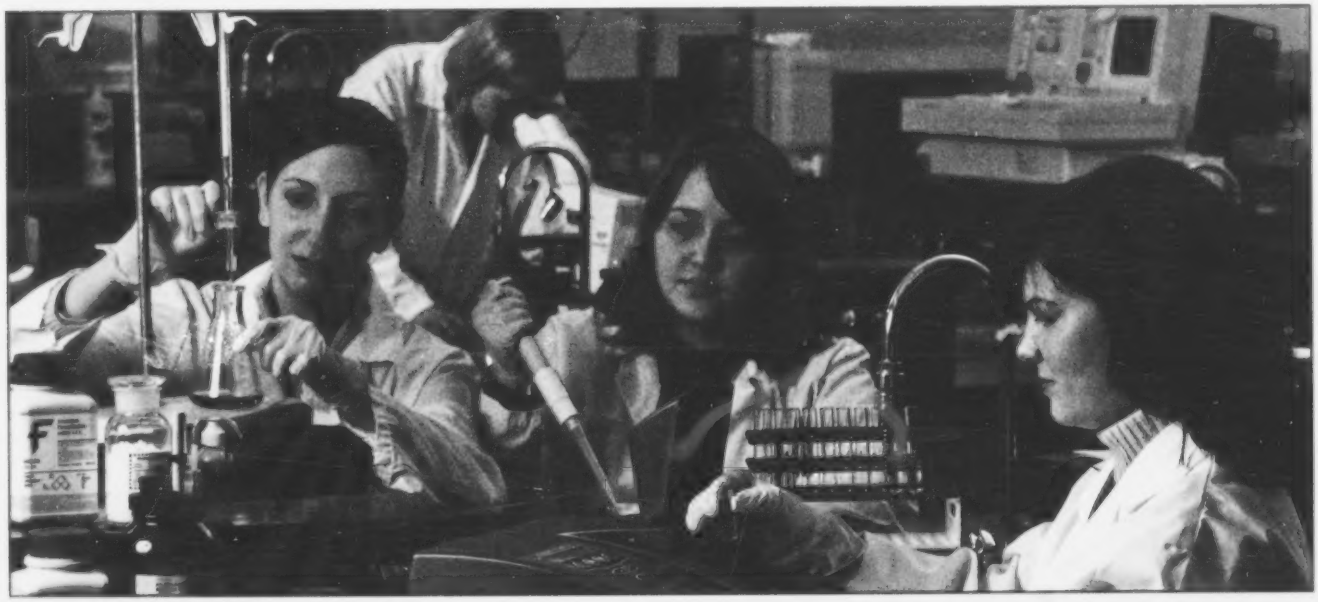
Rehabilitation Assistant

Joint one-year certificate program

This program, offered jointly by RRC and Winnipeg Technical College, prepares students with the knowledge and skills necessary to provide rehabilitative care to clients and families under the supervision of a licensed rehabilitative therapist (i.e. Physical Therapist, Occupational Therapist, Speech and Language Pathologist). Graduates are employed in a variety of areas including health care facilities, schools and other organizations providing home therapy service.



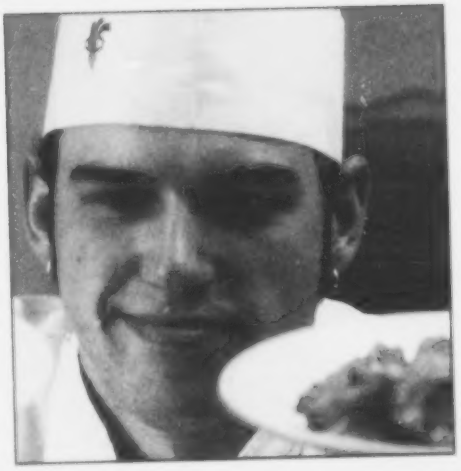
Note: *Graduates are from the previous academic year class.*



Women in Technology

BUSINESS AND APPLIED ARTS

Dean Dave Williamson
Room D101, Phone 632-2286, Email dwilliam@rrc.mb.ca

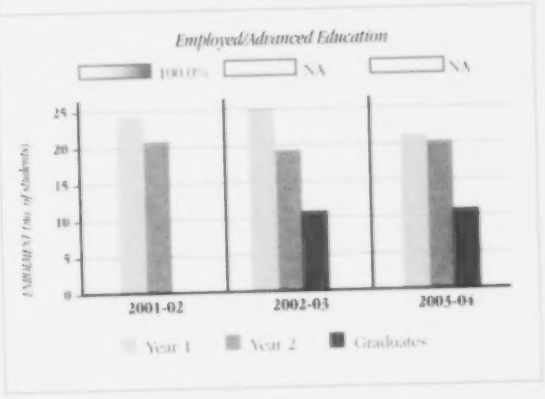


This division consists of four departments: Accounting and Computer Education; Creative Arts; Hospitality; and Management and Marketing. The division offers programs designed to meet the specific needs of the business, information technology, hospitality, and graphic and communications professions.

Aviation Management

Two-year diploma program

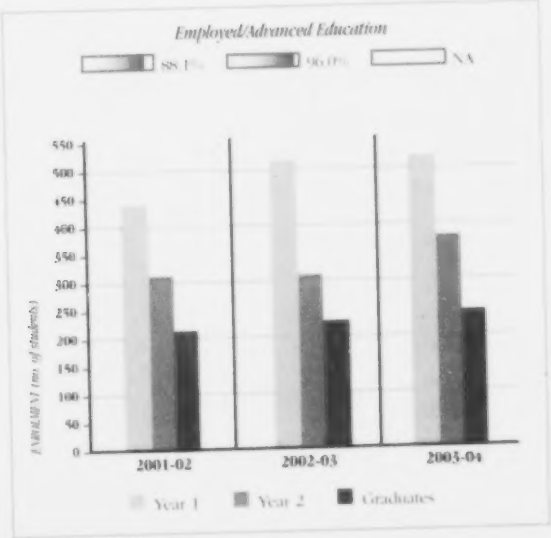
This program combines business management and flight training in a unique program designed to prepare graduates for their first aviation job. Private license, commercial license, multi-engine, instrument and night rating will be achieved through flight simulation and flight training on a variety of aircraft. Graduates of the program are expected to find employment in various aspects of the aviation industry including flying and airport management.

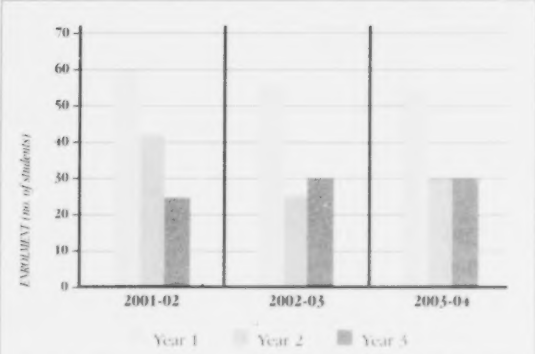


Business Administration

Two-year diploma program

As a result of majors including Accounting, Marketing, E-Business, Administration and Office Management, graduates move into a broad range of businesses and industry. Some employment areas include banking, insurance, retail management, sales positions and other service industries in large, medium or small enterprises. As a result of the entrepreneurial focus of the second year - a number of graduates have started their own business.



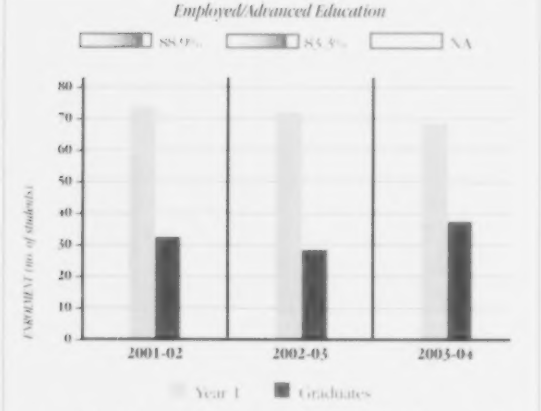


Note: *Business Administration Integrated students graduate from the regular Business Administration program.*

Business Administration Integrated

Three-year diploma program

The Business Administration Integrated program combines adult upgrading with the regular Business Administration program in a three-year diploma program. Graduates will move into a broad range of positions in business and industry.

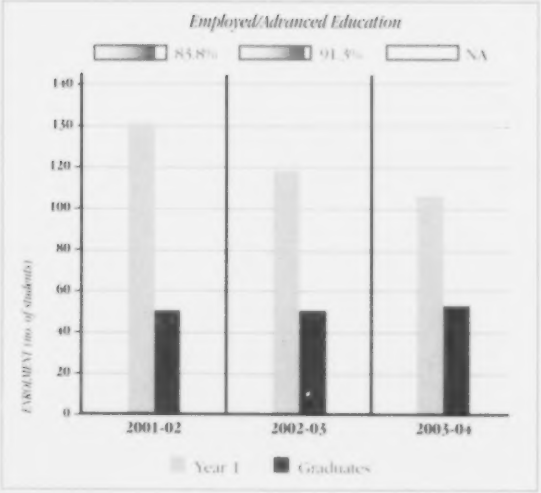


Note: *With November/December intakes, some students will not graduate until the following academic year.*

Commerce/Industry Sales and Marketing

One-year certificate program

Graduates will gain the knowledge of personal selling skills required for sales success and long term partnerships. An interactive communication process will focus on the identification, development and fulfillment of customer needs and wants. Some employment areas include manufacturing, industrial goods, distribution of office supplies and equipment, transportation services and consumer goods and services.



Computer Accounting Technician

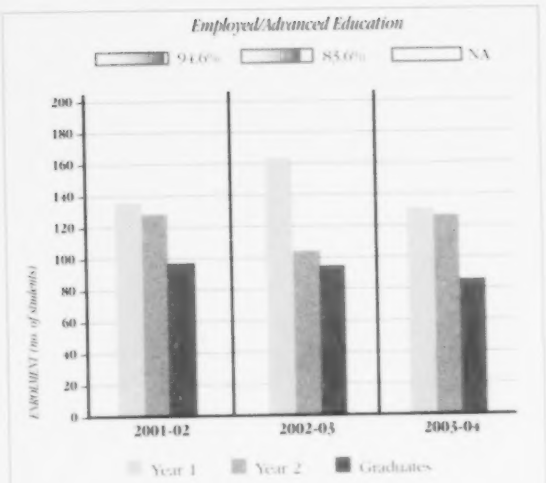
One-year certificate program

Students obtain a thorough knowledge of accounting systems and procedures to enable them to maintain a complete set of records in most types of business. Graduates have found employment as accountants, assistants or accounting clerks in retail, manufacturing, service and not-for-profit organizations or companies.

Computer Analyst/Programmer

Two-year diploma program

The program is designed to develop proficiency in application development: including analysis and design, data base management and programming. The program includes technical computer courses and related business courses. The program provides in depth training in several programming languages and development tools. Graduates have a highly developed technical skill set to assume entry level positions in Information Technology in both the private and public sector.



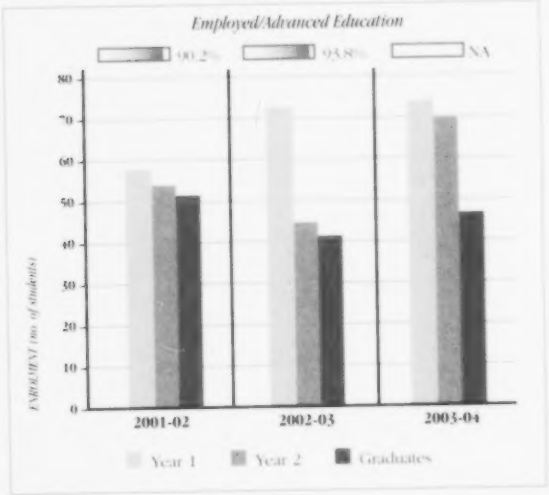
Note: *In 2001-02, the Computer Analyst/Programmer (Accelerated) component was not offered.*

Creative Communications

Two-year diploma program

This program is designed to give students the knowledge and skills to succeed in the communications fields of broadcast production, advertising, journalism, and public relations. Graduates have found employment as journalists in print, radio and television; broadcast production technicians; copywriters and media buyers in advertising agencies, radio and television stations; and public relations personnel in varies companies and government agencies.

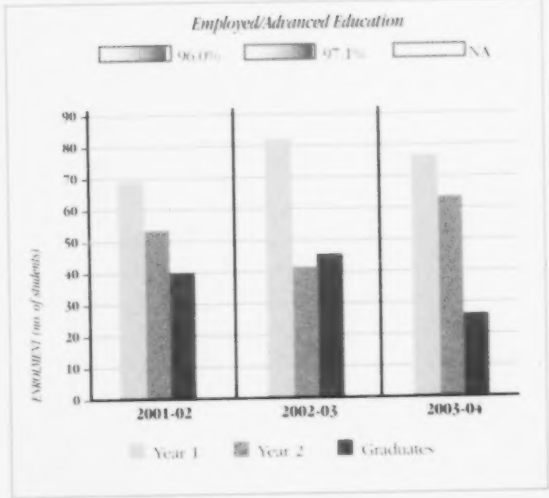
Note: Red River College, in cooperation with the University of Winnipeg, offers students the opportunity to pursue a combined Degree/Diploma in Communications.

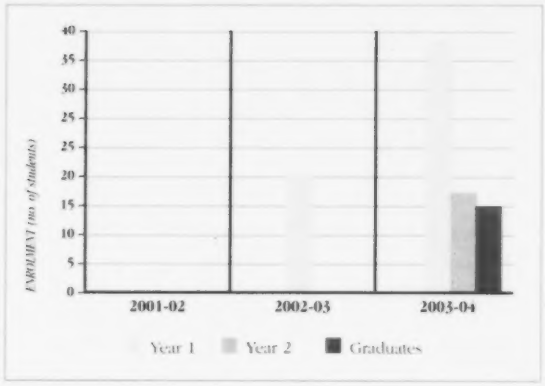


Culinary Arts

Two-year co-op education diploma program

Culinary Arts focuses on developing sound culinary skills to prepare students to meet the challenges of an increasingly sophisticated and demanding hospitality industry. The program includes two terms of paid employment in the kitchens of established hotels, restaurants or private clubs in Manitoba. Culinary Arts also incorporates the use of laptop computers as an integral part of learning and working.

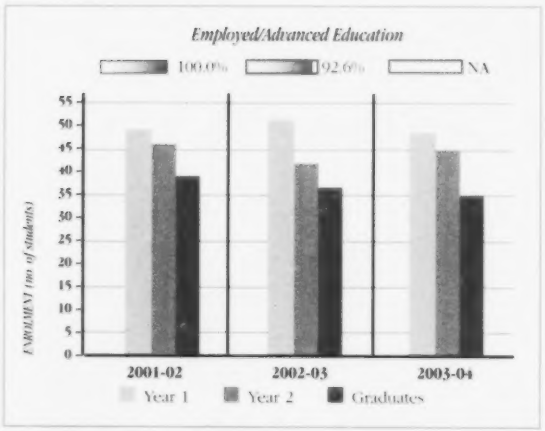




Digital MultiMedia Technology

Two-year diploma program

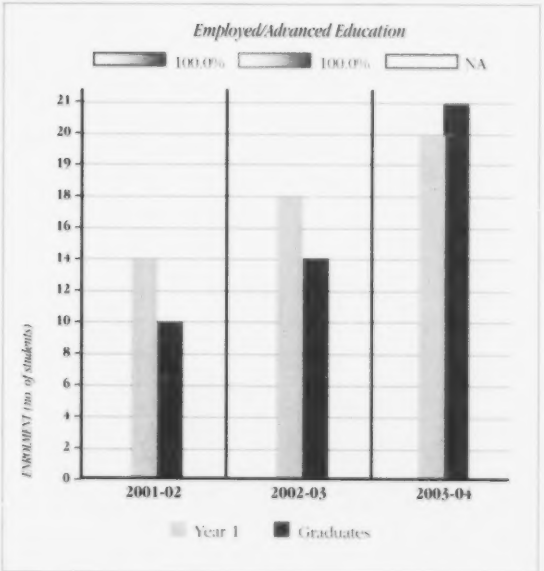
This program offers a balanced program of design instruction, web and interactive technologies and academic courses. It is designed to develop the technical skills and knowledge essential to professional competence and to encourage creativity, imagination and a sense of aesthetic discrimination. Graduates of this program may find employment as web designers, interactive and CD ROM designers, 2D and 3D animators, video post-production technicians and broadcast graphics designers.



Graphic Design

Two-year diploma program

This program provides up-to-date artistic training in the technology, techniques and philosophy of graphic design. Graduates of this program have found employment as production specialists, graphic designers, illustrators and art directors in retail stores, advertising agencies, design and production studios and newspapers. Others are working in television and film studios, and some are employed as freelance artists.



Graphic Design (Advanced Diploma)

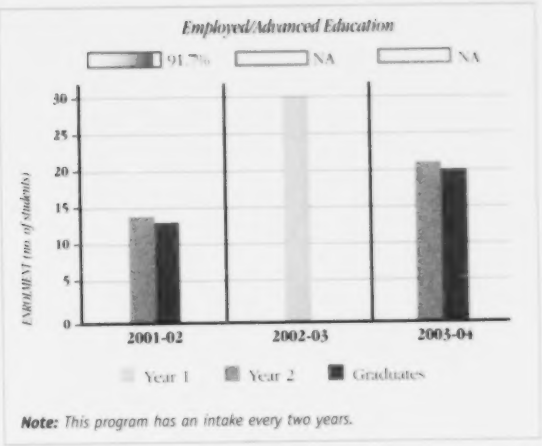
One-year advanced diploma program

This program focuses on new skill requirements in areas such as advanced computer graphics, marketing and production management. Graduates may find employment in graphic design, 3D animation, interactive document and CD-ROM development, computer games development and internet web-page creation.

Health Information Technologist

Two-year diploma program

This program develops the knowledge and skills needed for the collection, retention, analysis and dissemination of health care information required for patient care, research and education.

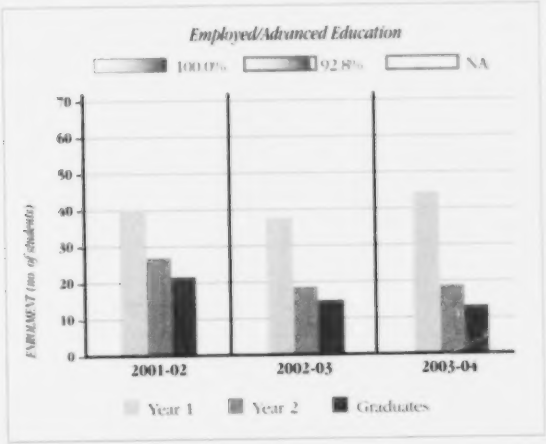


Note: *This program has an intake every two years.*

Hotel and Restaurant Administration

Two-year co-op education diploma program

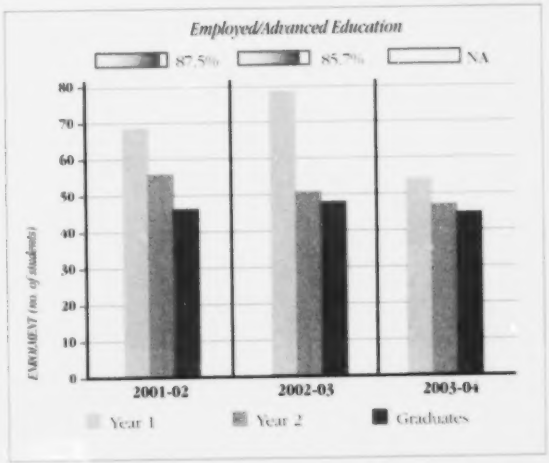
This program develops a potential for hotel and restaurant management through the study of hospitality-related subjects, practical lab training and co-operative education. Graduates are employed in major hotels as front-desk managers and supervisors, banquet managers and captains, sales managers, food and beverage managers and controllers and executive housekeepers. They are also employed in smaller hotels as general managers and assistant managers, and in management and supervisory positions in restaurants, private clubs and food-service departments.

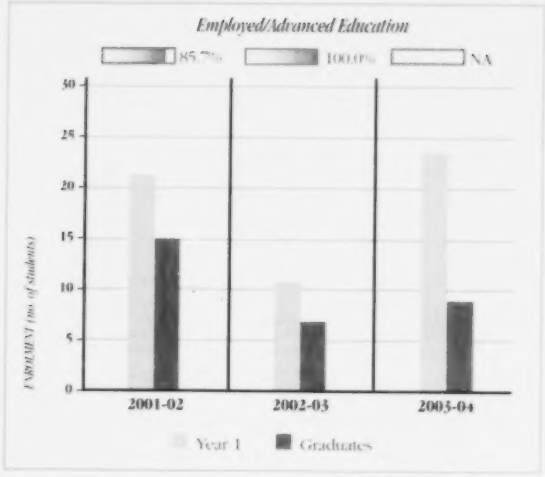


Information Systems Technology

Two-year co-op education diploma program

This program provides students with a highly-developed skill set in information technology. Its emphasis is on one of four specialty areas: Application Development, Database Management, Web Development or Networking Management. Graduates will have a solid technical foundation in programming, database concepts, e-commerce applications and networking. Graduates are well positioned to fill entry level positions in their specialty area with the ability to become technical specialists in both the private and public sector.

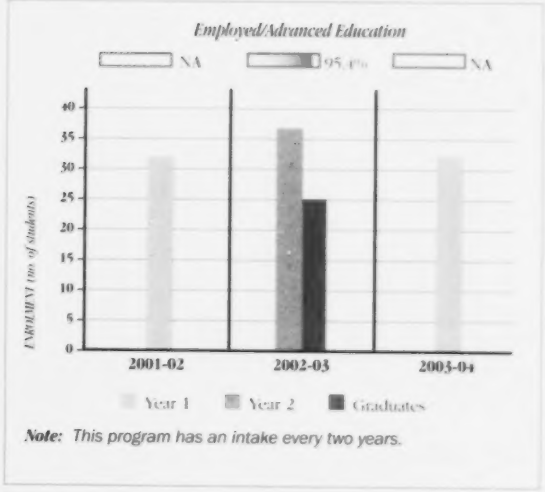




International Business

Twelve-month advanced diploma program

This program develops well-trained and qualified staff who are ready to meet the challenges of global competition in the international marketplace. Graduates have found a wide range of business, industry and organization career opportunities.

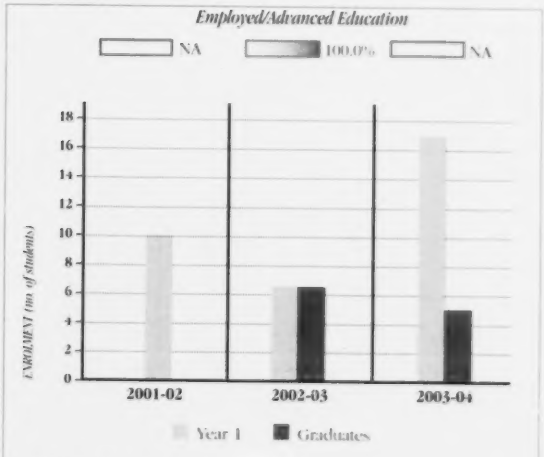


Note: *This program has an intake every two years.*

Library and Information Technology

Two-year diploma program

Students learn the necessary public service and technical skills to be productive employees in library and related fields. Career opportunities exist in schools, public libraries, universities, colleges, provincial and federal government departments and agencies, industry, business and hospital or political research, book stores, utilities and publishing computerized information systems.



Note: *Students who entered this program will graduate in August of the following academic year.*

Professional Baking

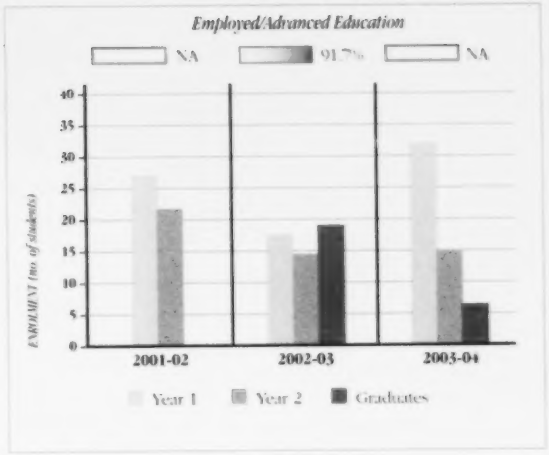
One-year co-op education certificate program

This program develops basic baking skills and related requirements through classroom instruction, practical lab training and off-campus work experience. A student begins employment as a baker's helper and may advance to a position as a competent tradesperson within approximately one year. Opportunities for employment exist in both large and smaller bakery operations.

Tourism

Two-year co-op education diploma program

This program provides graduates with the knowledge and skills required to work within various sectors of the tourism industry. Graduates may find employment in travel and visitor information positions, as tour guides and for festival, community and tourism organizations.

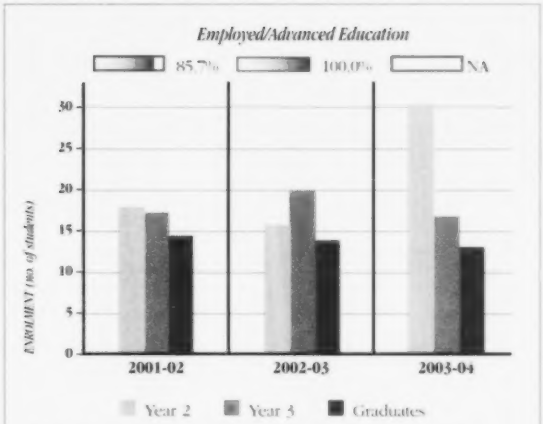


"Learning Commons", Princess Street Campus.

INDUSTRIAL TECHNOLOGIES

Dean Dale Watts
Room A134C, Phone 632-2291, Email dwatts@rrc.mb.ca

This division comprises four departments: Civil/CAD Technology; Construction; Mechanical, Manufacturing and Communications; and Transportation, Mathematics and Science. The division provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma and advanced diploma levels.



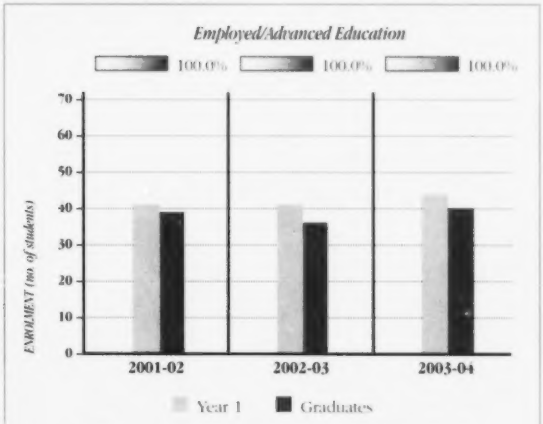
Note: *A preliminary year of Civil/CAD Technology studies is required.*

Architectural/Engineering Technology

Thirty-two-month co-op education diploma program

The program trains students to work with the engineering team in the design, detailing and preparation of contract documents for the construction of architectural and related building systems. Graduates have found employment with consulting and mechanical engineers, contractors, fabricators, architects and service industries, as well as with departments of municipal, provincial and federal government services. This program was formally called Design and Construction Technology.

Note: This program was formerly called Design & Construction Technology.



Note: *Each student is employed by a GM dealership.*

Automotive Service Education

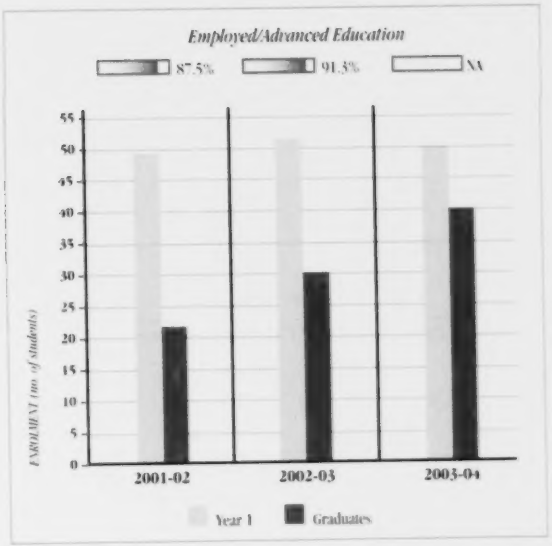
64 weeks

This program prepares potential automotive technicians for a career in the automotive field. Students spend 32 weeks in the College and 32 weeks with a sponsoring General Motors of Canada dealership. Upon successful completion of both the in-college and dealership training, and a two-year period of employment in a GM dealership, the graduate is entitled to write the Interprovincial Standards Examination to qualify as a journeyperson.

Automotive Technician (Certificate)

One-year certificate program

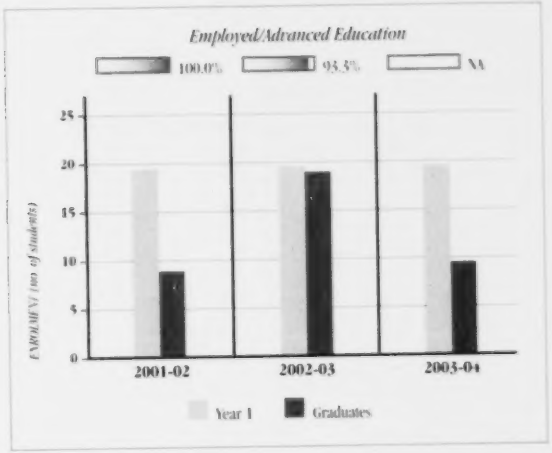
Students learn to disassemble, inspect, machine calibrate and reassemble motor vehicle units or components. Graduates find employment in service stations, dealerships, large corporations, farming communities and allied industries where they may work in service, repair, sales, or parts distribution.



Automotive Technician (Diploma)

One-year diploma program

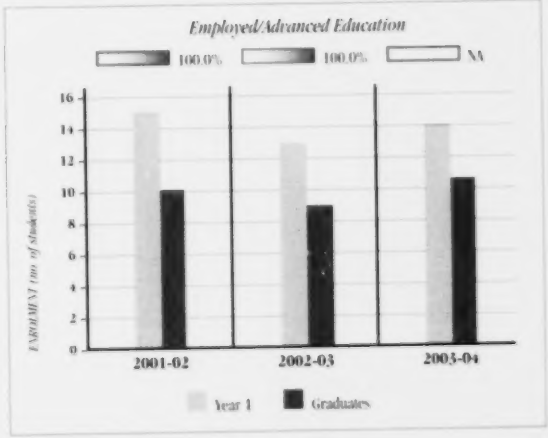
Students obtain the knowledge and skills needed to work in the motor vehicle electronic technician field. Graduates find employment in almost any vehicle repair shop. Entering students must have completed a 10-month Automotive Technician (certificate) program or have graduated with a Power Mechanics diploma from high school.

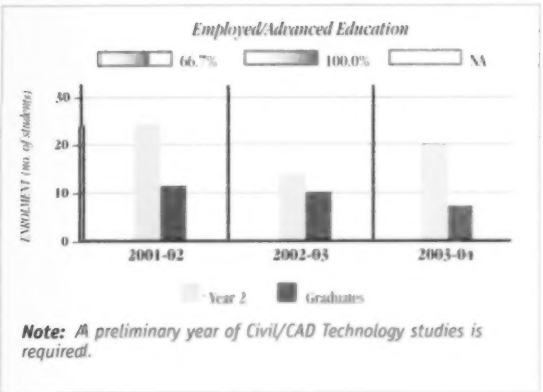


Automotive Technician (Work Experience)

One-year certificate program

This program and the employment opportunities are similar to the Automotive Technician – Certificate program. However, the teaching methodology is different in that the student spends half of the training time at an automotive dealership.



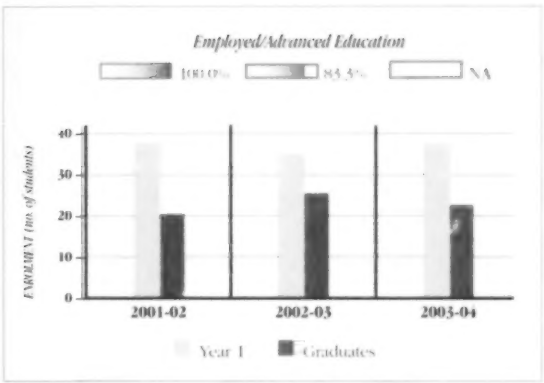


Note: *A preliminary year of Civil/CAD Technology studies is required.*

Building Design CAD Technology

Twenty-month co-op education diploma program

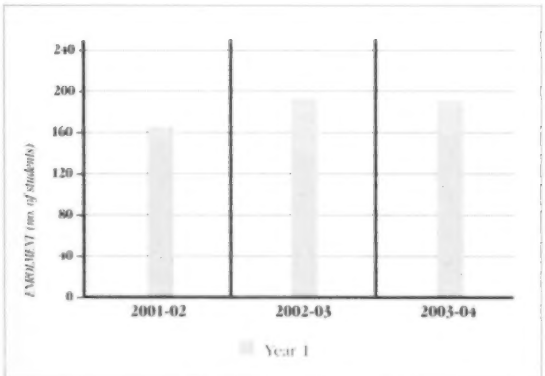
The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to engineering construction systems. Building Design CAD Technology graduates are trained in the principles and applications of Architectural and Structural construction systems for careers in: CAD (computer aided drafting), design and construction of building systems, site inspection and supervision, contract administration and project co-ordination, technical sales and support, and building sciences.



Carpentry and Woodworking

One-year certificate program

Students acquire the basic skills of carpentry and woodworking required to enter an apprenticeship program in carpentry. Graduates have found employment in commercial construction, house-building, factories or cabinet-making shops. Almost all graduates choose to the enter the apprenticeship program.



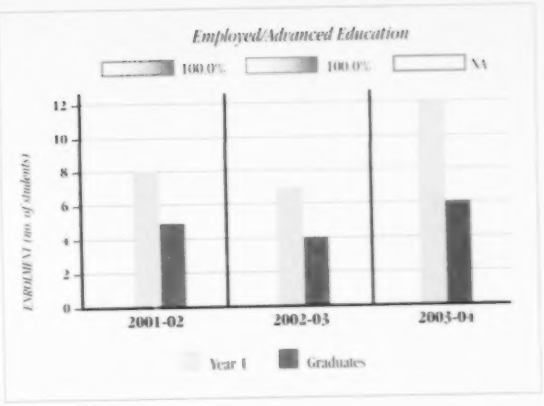
Civil/CAD Technology

Civil/CAD Technology offers a number of programs designed to provide students with career training in construction engineering, environmental protection, manufacturing design, geomatics, and CAD technologies, as well as Professional Development courses. All Civil/CAD Technology students are registered in a common first year of academic studies, with a September entry date, where the emphasis is placed on developing generic core competencies.

Collision Refinishing

Four-month certificate program

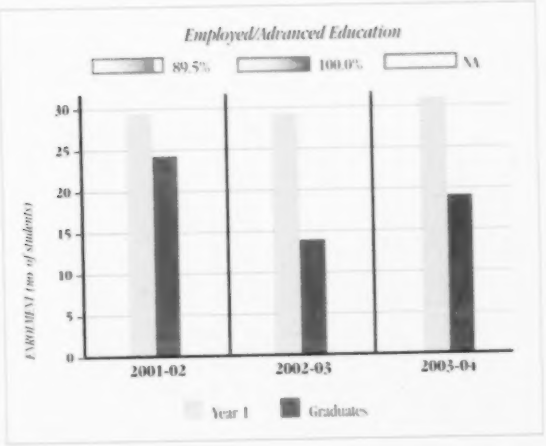
This new program addresses industry concerns about the large shortage of skilled technicians needed to work in either Collision repair facilities or Commercial industries. This program is designed to develop the necessary trade skills and knowledge required to refinish damaged vehicles, refinish fleet vehicles and participate in other commercial applications.



Collision Repair and Refinishing

One-year certificate program

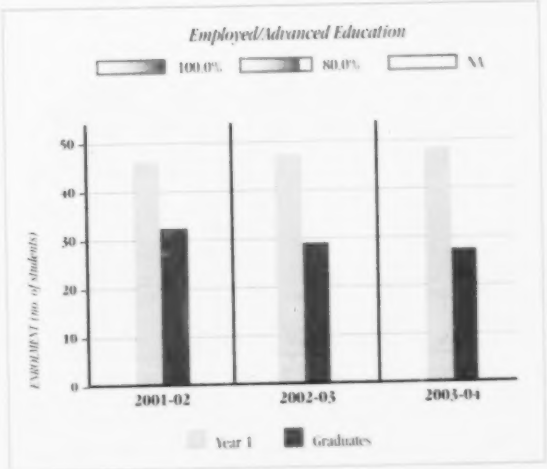
Graduates of this program possess the skills and knowledge required to repair damaged vehicles, including all phases of auto-body repair and painting. They have found employment as auto-body mechanics, metal finishers, painters, body-frame specialists, service or parts managers, machine operators, or service-station operators. Others are employed as claims adjusters, collision estimators or shop supervisors.

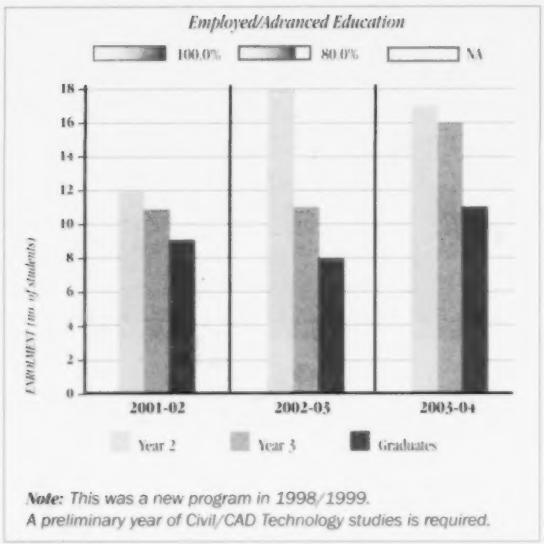


Electrical

One-year certificate program

Students develop skills in house wiring, commercial and industrial wiring and controls, and motor repair. Graduates have found jobs in the electrical industry working with house wiring, commercial and industrial wiring and controls and electric motors.



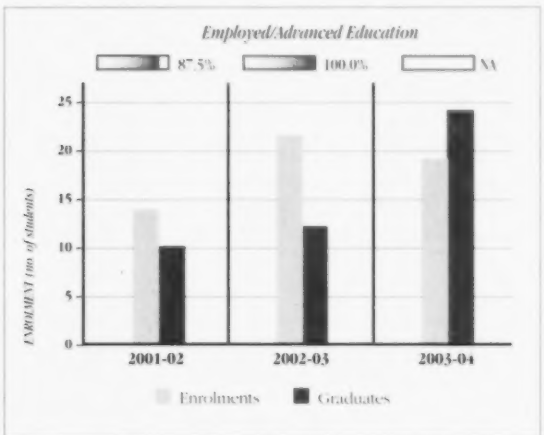


Note: *This was a new program in 1998/1999.*
A preliminary year of Civil/CAD Technology studies is required.

Environmental Protection Technology

Thirty-two-month co-op education diploma program

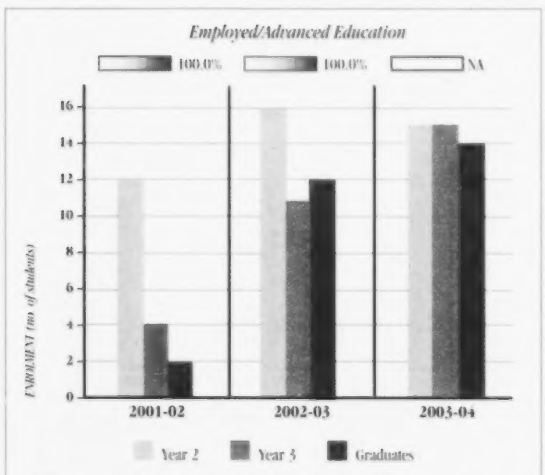
Students develop knowledge and skills in the principles and applications of Environmental Protection Technology for careers in waste disposal and water supply, reuse and recycling, workplace health and safety, integrated project management site reclamation, remediation and containment testing, quality control surveying, and global positioning systems and modeling. Graduates find employment with consulting engineering firms, resource-based industries, construction and development companies, inspection and testing agencies, manufacturers, material suppliers, governments and crown corporations.



Geographic Information Systems (GIS) Technology

One-year advanced diploma program

This program provides trained technologists and other persons with the technical and conceptual skills in the design, development and implementation of Geographic Information Systems (GIS). Graduates find employment in municipal agencies, resource industries and utilities organizations. An appropriate undergraduate diploma or degree is a prerequisite for entry into this program.



Note: *A preliminary year of Civil/CAD Technology studies is required.*

Geomatics Technology

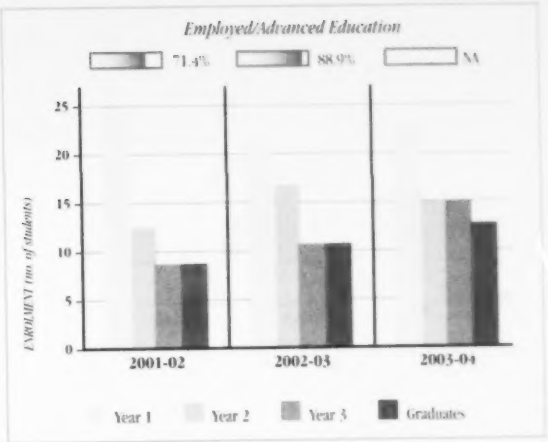
Thirty-two-month co-op education diploma program

Students obtain knowledge and skills in the legal and engineering surveying fields. Graduates have found employment in a range of construction and resource industries, and in government services. They have been hired for jobs in land surveys, construction and topographic surveys, mining surveys, hydrographic and geodetic surveys.

Greenspace Management

Twenty-eight-month co-op education diploma program

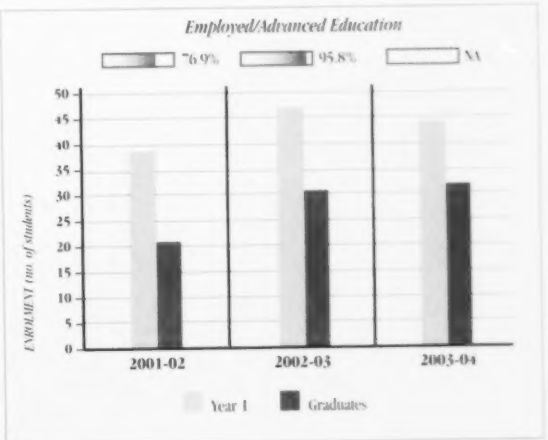
Students develop the knowledge and skills required to construct and maintain greenspaces such as parks, golf courses and cemeteries. The program focuses on turfgrass construction and management, ground construction and maintenance, equipment operation, pesticide application, irrigation systems, horticulture, arboriculture, computers, office management and strategic planning. Graduates find employment in golf courses, departments of parks and recreation, and cemeteries.



Heavy Duty Equipment Mechanic

One-year certificate program

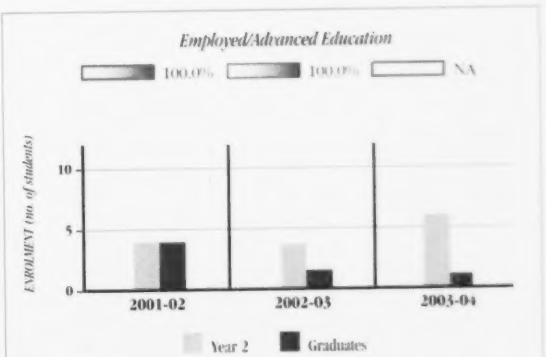
In this entry-level program students develop basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. Students develop an understanding of the basic purpose, construction, operation and servicing of components, parts and assemblies of trade-related equipment. Graduates find employment in the agricultural, construction or transportation sectors.



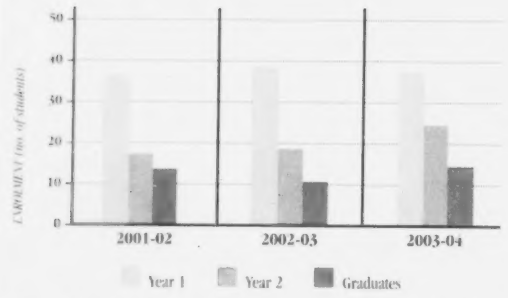
Manufacturing Design CAD Technology

Twenty-month co-op education diploma program

The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to manufacturing engineering. Manufacturing Design CAD Technology graduates are trained in the principles and applications of manufacturing design and production for careers in: CAD (computer aided drafting), design and production of manufactured components, quality control inspection, technical sales and support, manufacturing scheduling and planning, and production supervisors.



Note: *A preliminary year of Civil/CAD Technology studies is required.*

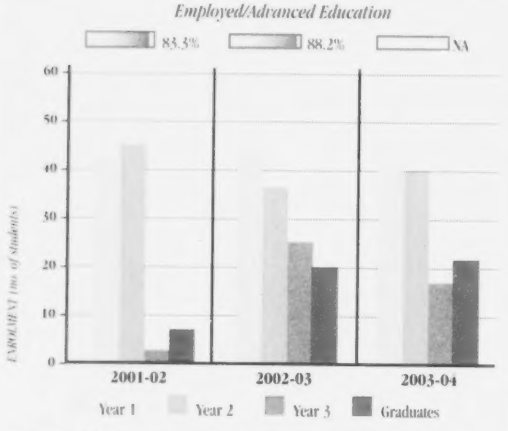


Note: *Students who successfully complete Term 1 can graduate with a certificate in Machine Shop Practice – Basic. After Year 1 (Terms 1 and 2) students can earn a certificate in Computer Numerical Control (CNC) Machine Operator, or in Machine Shop Practice – Advanced. After Year 2 successful graduates receive the Manufacturing Technician diploma.*

Manufacturing Technician

Two-year diploma program

This program provides students with an enhanced understanding of manufacturing processes and the relationship of these processes to the machining trade. In addition, a Manufacturing Technician will possess skills in: cost estimation and process planning, computer operation, CAD/CAM basic tool and fixture design, as well as CNC machine operation and programming. Graduates find employment as CNC operators, machinists, toolmakers, quality assurance inspectors, manufacturing planners, prototype developers, technical sales persons and supervisors.

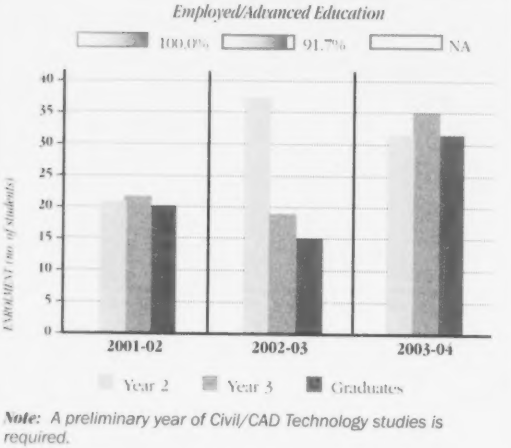


Note: *In 2000-01, the program expanded to a 28-month program, the next graduating class will be in December 2001.*

Mechanical Engineering Technology

Twenty-eight month co-op education diploma program

Students develop knowledge and skills in mechanical design, the production side of manufacturing and technical supervision. Graduates find employment in design, technical sales, manufacturing, instruction, research and management with companies involved in agriculture, mining, aerospace, air conditioning, refrigeration, transportation, foundries, fluid power, consulting engineering and government services.



Note: *A preliminary year of Civil/CAD Technology studies is required.*

Municipal Technology

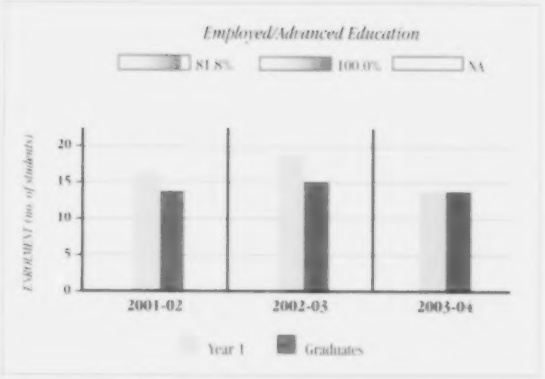
Thirty-two-month co-op education diploma program

This program develops the knowledge and skills needed to assist in the design and construction of municipal services and roadways. Graduates have found work with consulting and engineering companies, government departments and agencies in the design and construction of sewer and water projects, highway projects, earth-retaining and hydraulic structures. Others are employed in equipment and material sales and in the research and manufacture of construction-related products.

Outdoor Power Equipment Technician

One-year certificate program

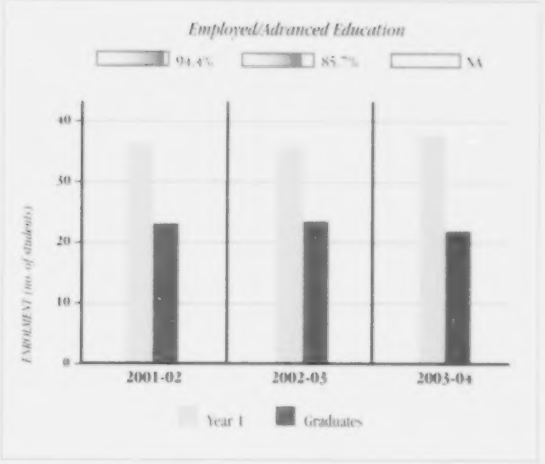
Students develop the skills and knowledge required for entry-level employment in the power equipment repair field. Graduates find employment with firms engaged in the sales or service of power equipment. Such firms may include agricultural equipment dealers, private power equipment sales and repair shops, rural agribusiness and various federal, provincial and municipal government departments.



Piping Trades

One-year certificate program

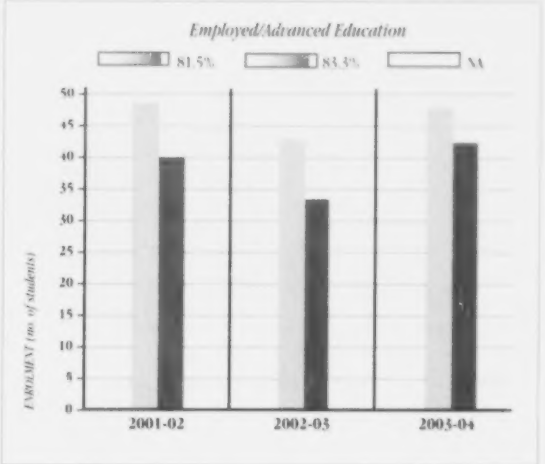
Piping Trades develops the skills needed to install and repair plumbing, steam heating, fire-protection and other piping systems. Graduates have found work with plumbing, heating or fire-protection contractors, or in industrial plants as maintenance people. Some are employed by plumbing and heating wholesale or retail outlets. Others have moved into positions as supervisors, estimators, plumbing contractors and building inspectors, and some are self-employed.

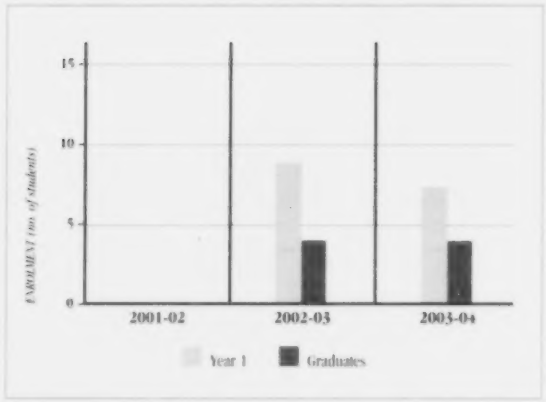


Power Engineering (4th and 3rd Class)

Five months each for 4th and 3rd Class

This program develops the knowledge and skills required for the safe operation of the major equipment in commercial, industrial and public buildings. Graduates have found employment in industrial plants, food-processing plants, cold-storage plants and in other commercial, industrial or public buildings.

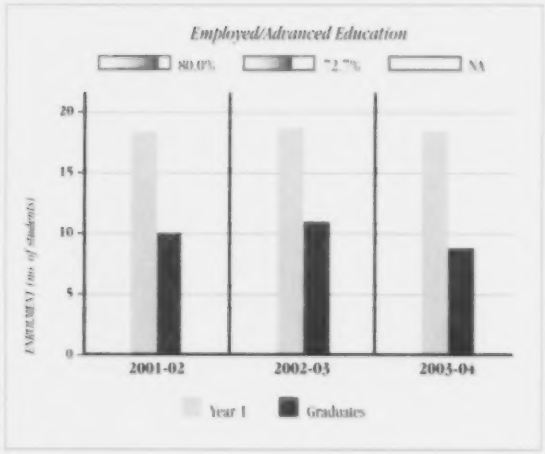




Precision Metal Manufacturing

One-year certificate program

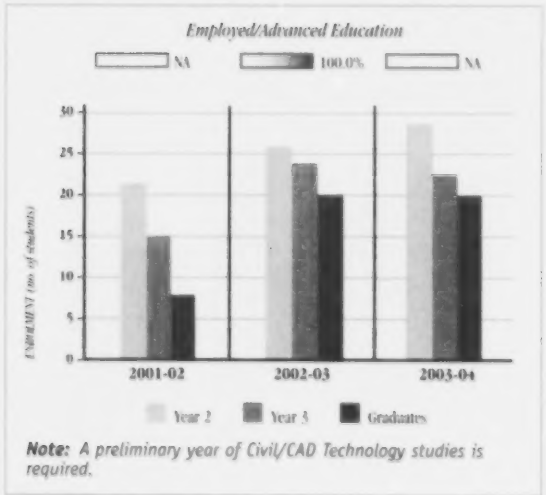
This program equips students with the necessary skills and knowledge in machine operations and manufacturing processes to fabricate precision metal parts within the manufacturing industry.



Refrigeration and Air Conditioning Technician

One-year certificate program

This program develops the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. Graduates find employment with refrigeration and air conditioning companies as apprentices or as customer consultants in refrigeration retail stores. Journeypersons work mainly in the construction of cooling plants and cooling cabinets and in the maintenance field for refrigerated vans, hockey rinks, food retailers, air conditioners and industries demanding cold temperatures for their processes.



Note: *A preliminary year of Civil/CAD Technology studies is required.*

Structural Technology

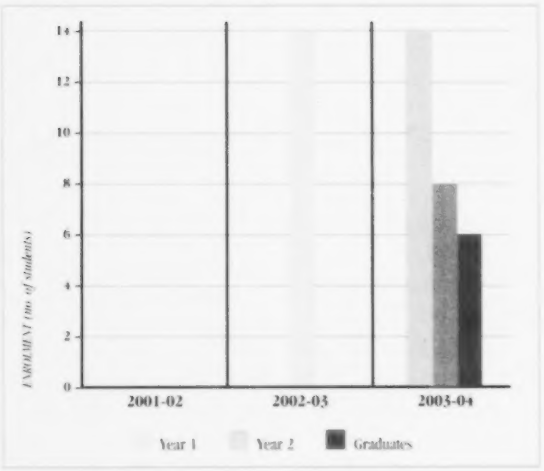
Thirty-two-month co-op education diploma program

This program provides the knowledge and skills needed to work with the engineering team in the formulation and calculations for structural building systems. Graduates have found job opportunities in structural design and inspection with consulting engineering firms, contractors or government departments.

Technical Communication

Two-year Co-op education diploma program

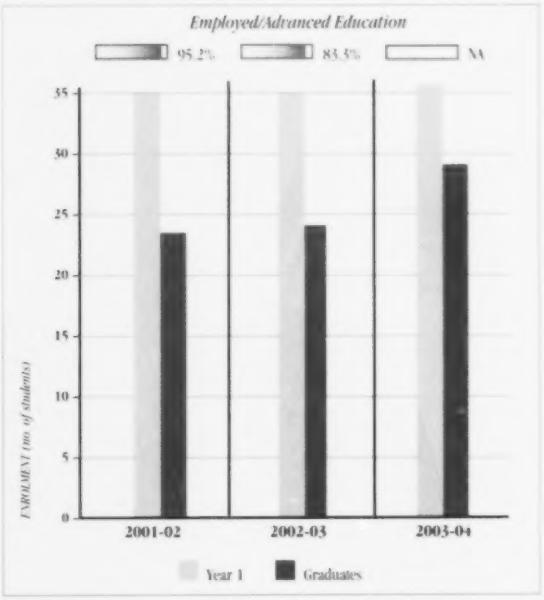
Technical Communication involves communicating technical and scientific information to non-technical audiences. Technical communicators work in all industries, from mining and agriculture to aerospace. They create manuals, proposals, brochures, posters, journal articles, reports, newsletters, presentations, and many other types of documents. They use a variety of software to produce documents in a variety of media including video, websites, paper, and CDs.



Welding

Seven-month certificate program

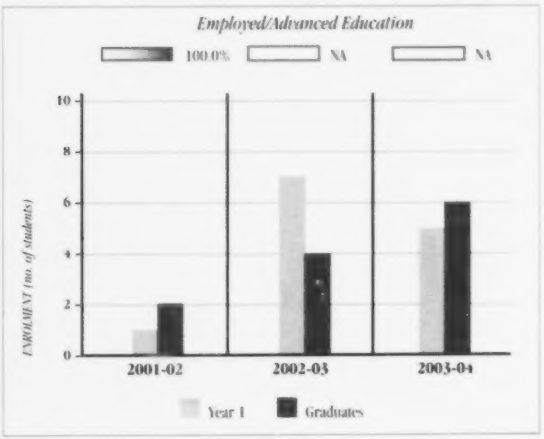
Students learn to perform the oxy-acetylene, arc, tungsten inert gas and metal inert gas welding processes and related operations safely and effectively. Some graduates have found employment in aircraft maintenance, in the manufacturing of farm equipment and in heavy equipment repairs. Other graduates are employed in highway construction, northern mines and hydro-electric power plants.

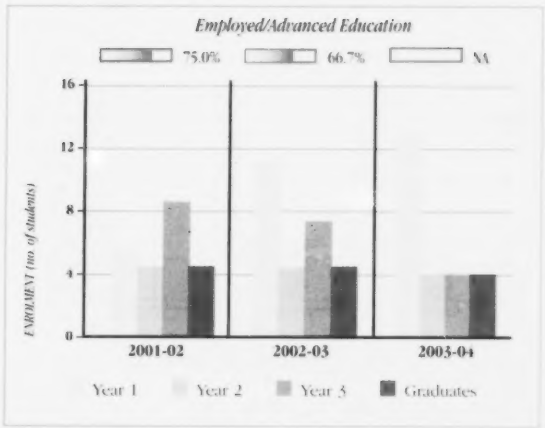


Wood Products Manufacturing Certificate

Thirteen-month certificate program

This program develops the knowledge and skills required to operate basic wood processing machinery and tools. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, assembly-line workers and in sales and supply of wood products.





Wood Products Manufacturing Diploma

Thirty-two-month co-op education diploma program

This program develops the knowledge and skills required to operate basic wood processing machinery. The program focuses on wood science, computer operation, CAD/CAM, basic jig and fixture design, machining, woodworking techniques, CNC machine operation and programming, cost estimation and supervisory management. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, supervisors, shop managers, product designers, CAD/CAM operators/programmers, in sales and supply of wood products and in estimating.

Heavy Duty Equipment Mechanic.

Student Services

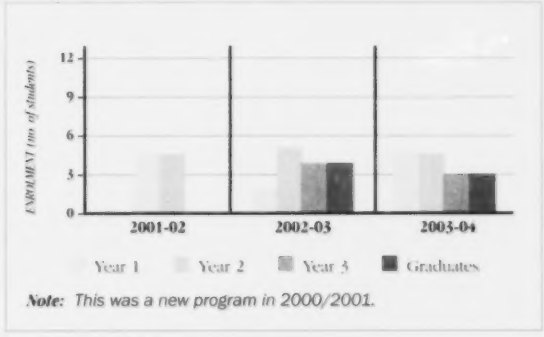
Dean Patricia Bozyk
Room C715, Phone 632-2331, Email pbozyk@rrc.mb.ca

This division is responsible for the delivery of a wide range of services designed to attract, admit, and enrol students in college programs and to support students throughout their college experience so that they are successful. In addition to the service units of Enrolment Services, Financial Aid and Student Awards, Assessment Services, Counselling Services, Disability Services, Career and Employment Services, and Health and Recreation Services, the division is also responsible for three academic programs: American Sign Language - English Interpretation, Deaf Literacy and Deaf Studies.

American Sign Language – English Interpretation

Joint three-year degree program offered in partnership with the University of Manitoba. Graduates will receive a diploma in ASL-English Interpretation from RRC and a Bachelor of Arts degree from the U of M.

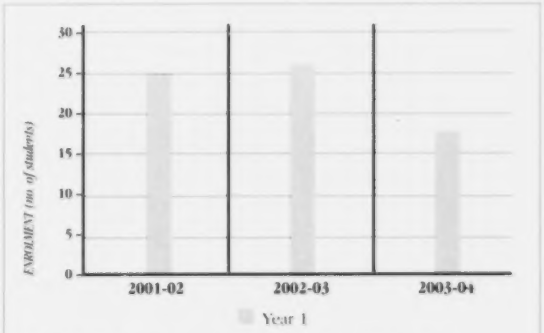
Students are taught the skills required to function as an American Sign Language (ASL)/English interpreter in facilitating communication between hearing and Deaf individuals. Graduates are working in public schools, in interpreter referral centres and in post- secondary institutions. Some work on a freelance basis in specialized settings such as medical, religious, mental health, recreational, legal, employment, government and the performing arts areas.



Note: *This was a new program in 2000/2001.*

Deaf Literacy

This part-time program encourages Deaf adults who are competent and proficient in American Sign Language (ASL) to learn better reading/writing skills through second language (English) approaches.

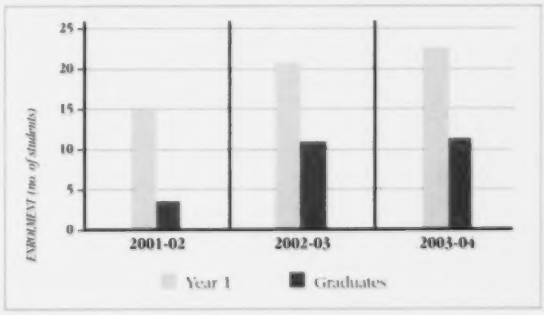


Note: *RRC does not graduate students from this program. Students increase their proficiency on an individual basis.*

Deaf Studies

One-year certificate program

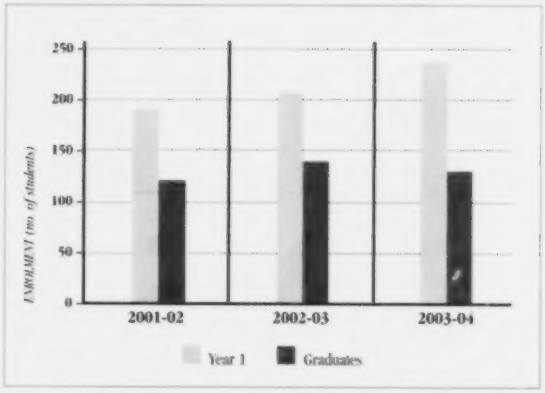
This program is designed to increase fluency in American Sign Language (ASL) and provide knowledge of Deaf culture and history. This program is suitable for anyone who requires language and culture fluency for effective interaction with Deaf individuals, as well as those who intend to apply for entry into an ASL/Interpretation program.



Partnership, Training and Development

Vice-President, Partnership, Training and Development: Marg Braid
Room C713, Phone 632-2307, Email mbraid@rrc.mb.ca

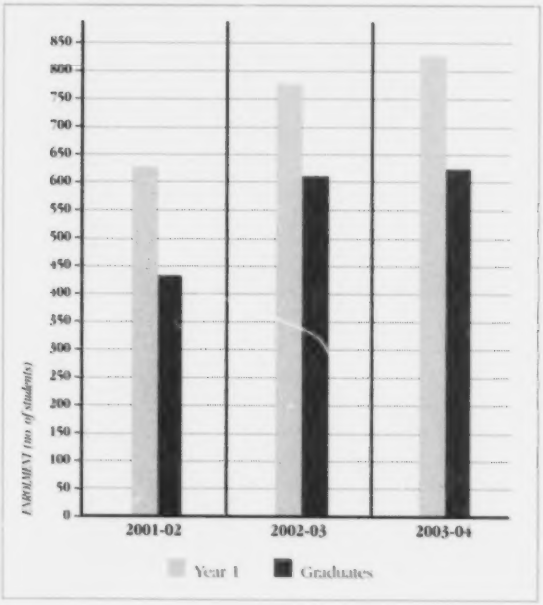
This division includes the Marketing and Public Relations Department, the Development Department, Academic Development Services, the Language Training Centre and the Stevenson Aviation and Aerospace Training Centre, plus four strategic business units – Continuing Education, Distance Education and Regional Services, Contract Training and International Education.



Academic Development Programs

Certificate programs

Academic Development Programs upgrade students' academic skills in mathematics, English and physical science, and provides an introduction to computers. Students normally take only those courses necessary to qualify for admission to college programs.



English as a Second Language (ESL)

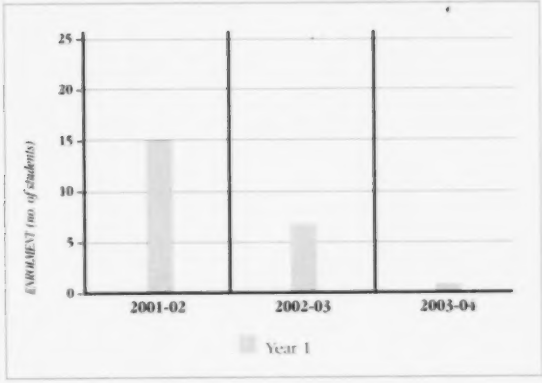
Certificate programs

ESL programs develop practical speaking, listening, reading and writing skills. The basic program is designed to provide students with the language skills and information required to settle in Canada and to seek employment. The upper-level programs are intended to develop the skills required to pursue further skill or academic training or to seek employment in a specific field.

General Studies

Certificate program

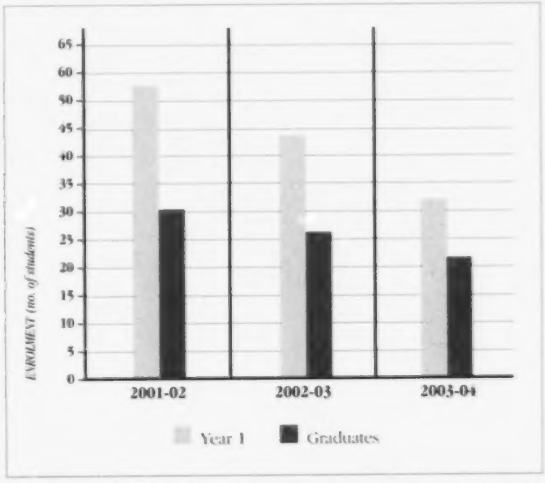
General Studies allows students to design an individual program for a variety of programming areas, explore career areas before making a career decision, acquire prerequisites, and practice study habits and employability skills. Students may work toward a certificate in General Studies, or choose to continue their education in specific career training programs.



Introduction to Business

Five-month certificate program

The purpose for the program is to prepare students for entry into selected programs in the business and applied arts and sciences areas by developing their skills in communications, business mathematics, the fundamentals of Canadian business, and computer fundamentals. Students will have the opportunity to acquire the study and information technology skills that will enhance their success in an academic setting. Students will obtain advanced credits in the first term of the selected programs.



Computer lab.

STEVENSON AVIATION & AEROSPACE TRAINING CENTRE

Aircraft Maintenance Engineer

Stevenson Aviation and Aerospace Training Centre designs and delivers nationally accredited aviation technical training to address the human resource and skill requirements of the local and national aviation industry. Each of the training programs offered at the Centre is nationally accredited by either Transport Canada or the Canadian Aviation Maintenance Council, ensuring recognition and portability of our graduate's credentials across the country and throughout the industry. Stevenson provides education and training at the Winnipeg training centre located at the Winnipeg International Airport and at the Southport Aerospace Center in Portage la Prairie.

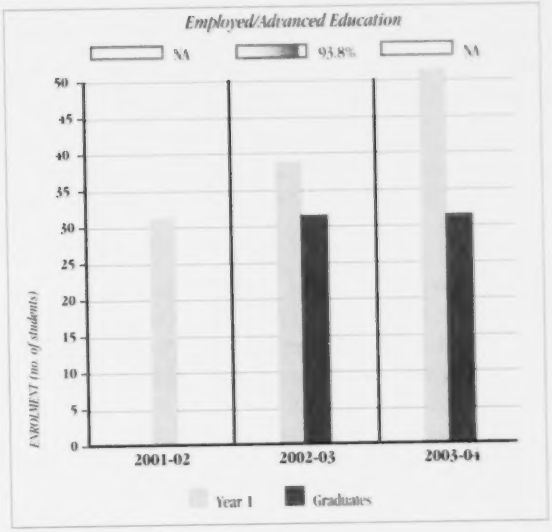
In 2003/2004, Stevenson Aviation and Aerospace Training Centre:

- Graduated the first class of Aboriginal students from the Gas Turbine Repair and Overhaul Training Program. This training was offered in partnership with Manitoba Aerospace, Manitoba Advanced Education & Training and Standard Aero.
- A Canadian Aviation Maintenance Council (CAMC) audit was conducted and recertification was received on the following programs:
  - Aircraft Structures Technician Program (Composites)
  - Aviation Welding Technician Program
  - Aircraft Gas Turbine Engine Repair and Overhaul Technician Program
  - Aircraft Structures Technician Program
  - Participated in the development of the Aviation Affinity Group within the Association of Canadian Community Colleges (ACCC).

Aircraft Maintenance Engineer

Fourteen-month diploma program

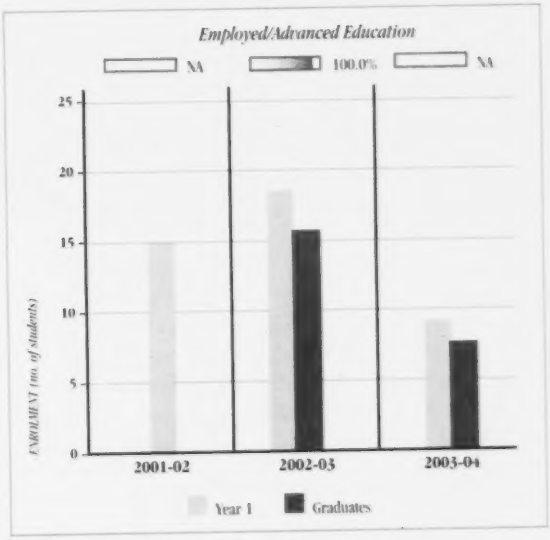
The purpose of this program is to develop knowledge and skills in maintenance of both large and small aircraft, including fixed wing and helicopters, and to provide Transport Canada approved training toward an Aircraft Maintenance Engineer License. Potential employment opportunities across Canada include passenger and cargo air carriers, air charter companies, flight schools, and nationally approved Aircraft Maintenance Organizations (AMOs).



Aircraft Structural Repair Technician

One-year certificate program

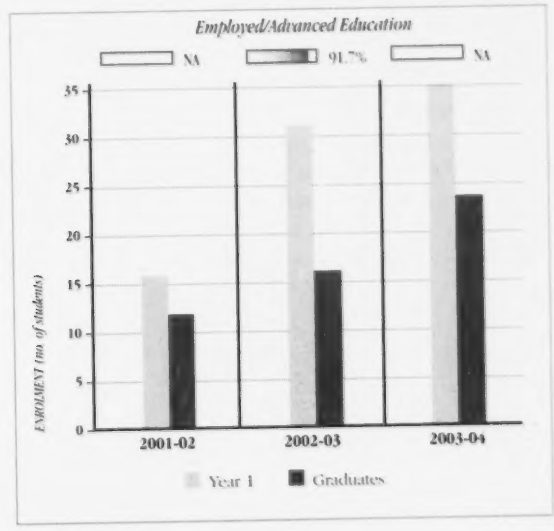
This program was designed to train students in the theoretical and practical aspects of aircraft structural repair in sheet metal and composite repair. This program offers Transport Canada and Canadian Aviation Maintenance Council approved training.



Gas Turbine Engine Repair & Overhaul

One-year certificate program

This program is based on a nationally-recognized curriculum designed to prepare students with the technical knowledge, skills, and techniques required to be a skilled worker in repairing and overhauling gas turbine engines.



Continuing Education

The mission of Continuing Education (CE) is to provide quality, career-related education that is accessible, flexible, timely, an leading edge. CE is committed to quality and strives to exceed the expectations of all learners.

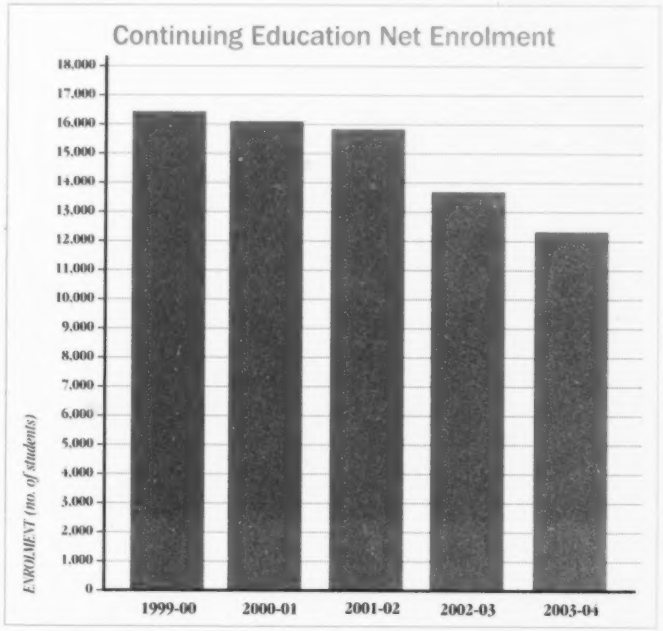
Learners can prepare for a new career, a career change, advancement in their present job or keep current in their field through a full-time or part-time program offered by CE. Education is also delivered to businesses and organizations at work locations throughout Manitoba.

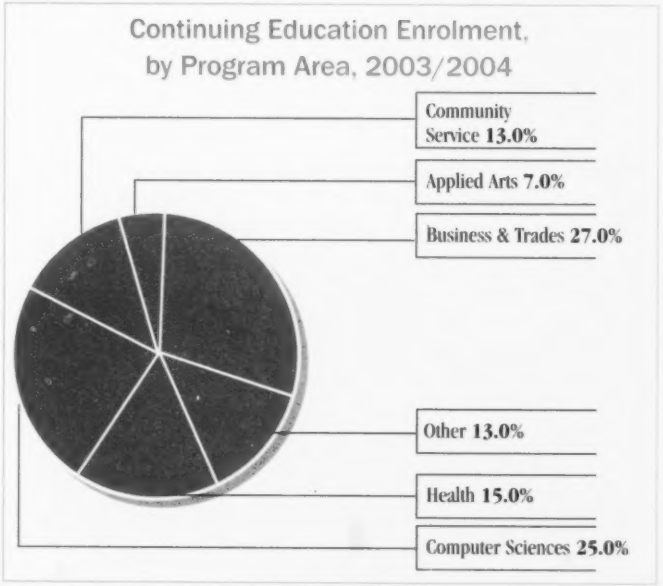
In 2003/2004 Continuing Education:

- Administered nine full-time programs to 223 students to accommodate market demands. These programs include: Sterile Processing Technician, Office Technician, Medical Transcription, Power Engineering 5th Class, Applied Counselling, Para-Educator, Photography - Enhanced, Legal Administrative Assistant and Recreation Facilitator for Older Adults.
- CE introduced several new programs this year including: Knowledge Management, Legal Administrative Assistant, Microcomputer Network Support, and Digital A/V Production.
- The total course registrations for the period of 2003/2004 were 13,221.
- The Youth Recreation Activity Worker program was offered for a third time, in partnership with the Winnipeg Boys and Girls Club. Funding for this program was obtained from Human Resource Development Canada and the Province of Manitoba. Ten students completed the program.
- Administered the Executive Challenge in partnership with the Manitoba Chambers of Commerce for 40 teams of students in 17 provincial high schools. The Grand Challenge was held in April at the Rural Forum in Brandon.
- Administered a project funded by the Fetal Alcohol Strategic Fund of Health Canada to standardize college curriculum on a national, voluntary basis for Fetal Alcohol programming. Goals of this project also included raising awareness and interest of other colleges; working with other provincial institutions and organizations; assuring competence of instructors; and increasing the number of graduates to meet present and future needs for trained workers. Curriculum license agreements were arranged with the Union of New Brunswick Indians Training Institute (New Brunswick), Fairview College (Alberta), Southeast College (Saskatchewan), Northern College (Ontario) and Malaspina University - College (British Columbia).

Continuing Education engaged in many other activities that contribute to the development and delivery of quality programming. In 2003/2004, CE:

- Hosted a Training and Development Showcase for corporate clients, trainers, facilitators and career counselors at the Princess Street campus. Employers, sponsors and partners were invited to meet the CE management team, observe several mini-lectures, and explore what CE offers for employee training and programs.
- Held three student information sessions and hosted a staff room for visiting high school counselors during the College Open House.
- Developed and implemented a plan to transfer in-person registration to the new Student Service Centre at Notre Dame.
- Facilitated a DACUM for Leadership / Management training of Licensed Practical Nurses (LPN) in collaboration with the College of Licensed Practical Nurses of Manitoba and Assiniboine College.





Distance Education

Distance Education enhances Red River College's ability to contribute to the success of students in Manitoba and beyond by increasing points of access and providing flexible courses and programs adapted to the needs of learners for anywhere, anyplace, anytime learning.

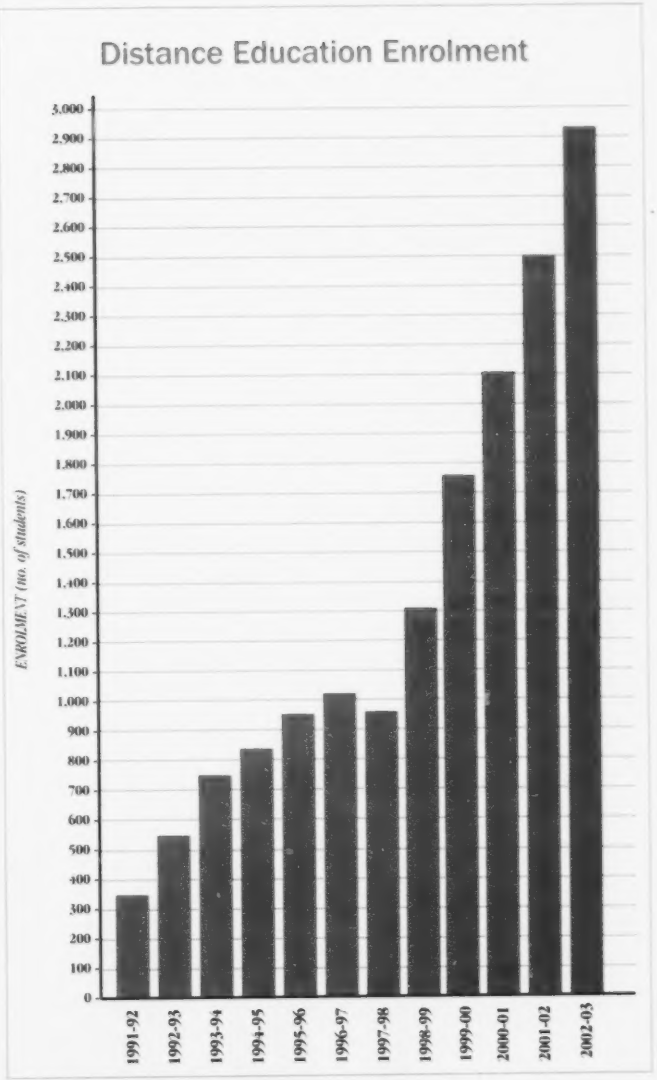
RRC delivers learning to students who find it difficult to attend regularly scheduled classes, live far from College campus sites or prefer to study on their own. Courses are delivered using a variety of media: correspondence, video-correspondence, CD-ROM, teleconferencing, video-streaming and via the Internet. During this academic year Distance Education piloted the use of video-streaming to present a videotape to a student in Germany. All courses include e-mail or telephone support. The course technology varies to meet the needs of students and to make the best use of current technologies. Distance Education offers high-quality, career-related programs and courses that are accessible, flexible, and leading edge. All courses include an appropriate mix of educational, tutorial and technical supports.

Distance Education's part-time course enrolments increased by 29.3%, from 2,961 in 2002-03 to 3,830 in 2003-04. The largest program growth occurred in Para-educator, Early Childhood Education, Health Care Aide, Library and Information Technology, Human Resource Management and Accounting.

Ninety-six of Distance Education's registrations came through Campus Manitoba, the Distance Education Consortium of post-secondary insitutions.

In January 2004, Distance Education received College Expansion Initiative (CEI) funding for the fourth and final phase of the Distance Education Expansion. Work continued in a variety of areas including: the development of new programs and courses; building staff, facility and offering capability; increasing accessibility; and supporting regular academic programming through blended delivery.

Distance Education developed 35 new courses for distance delivery, 31 of them online. The 35 courses were distributed among 12 programs: Aircraft Maintenance Engineer, Business Analyst, CAP/IST, Civil/CAD Technology, Heavy Duty Equipment, Human Resource Management, Information Systems Programmer/Analyst, Library and Information Technology, Para-educator, Project Management, Studies in Special Needs Child Care and Web Site Development. Twenty-four courses were revised and three were converted from print to online.



Notre Dame Campus

Regional Campuses

An essential component of the academic plan of Red River College is to provide rural Manitobans with access to post-secondary education. RRC's four Regional Campuses - Gimli Campus, Portage Campus, Steinbach Campus and Winkler Campus deliver programming to communities throughout the Interlake, Eastman, Pembina Valley and Central Plains regions.

The Regional Campuses offer a range of full-time programs and part-time courses, providing opportunities for professional and personal development.

Regional Campuses' gross full-time enrolments, (not including community learning centres), decreased by 5.3%, from 435 in 2002/2003 to 412 in 2003/2004. Gross part-time course enrolments increased by 1.4%, from 3,622 in 2002-03 to 3,673 in 2003-04.

The Regional Campuses once again delivered College Expansion Initiative-funded full-time Health Care Aide program in Altona, Portage la Prairie, Selkirk and Steinbach.

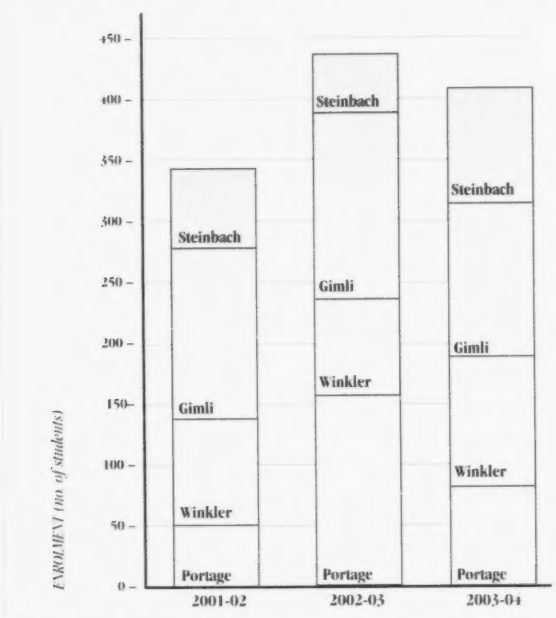
Steinbach Campus received funding from Manitoba Education and Youth to continue operating the St. Pierre Community Learning Centre. The Steinbach Campus also received approval from Manitoba Education and Youth to establish a Steinbach Community Learning Centre effective September 2004. Supporting its ongoing participation on the international Red River Watershed Education Steering Committee, Steinbach Campus hosted a one-day session as part of North Dakota State University's annual Red River and You Summer Institute.

Winkler Campus received funding from Manitoba Education and Youth to establish a Winkler Community Learning Centre. It operated the Roseau River Adult Learning Centre, as a satellite of the Winkler Community Learning Centre, on behalf of the Roseau River Anishinabe First Nation Adult Training and Employment Centre.

The **Winkler** and **Steinbach Campuses** each received funding from Manitoba Labour and Immigration to deliver the three-month, full-time Intensive ESL for Employment program for a total of 40 adult learners.

Portage Campus continued to respond to Manitoba Family Services' province-wide training needs by delivering the Foundations in Disability and Community Support course in Boissevain, Brandon, Dauphin, Portage la Prairie, and Swan River.

Regional Campus Full-time Enrolment



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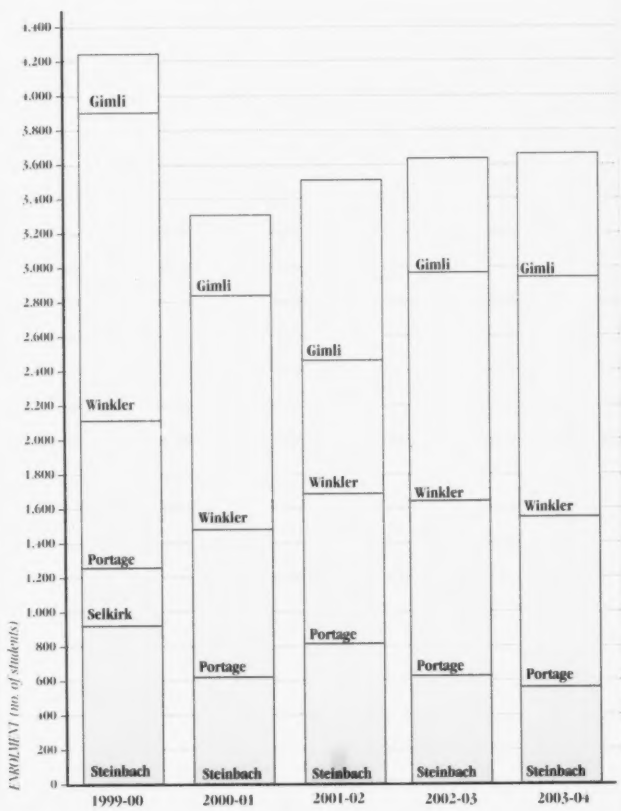

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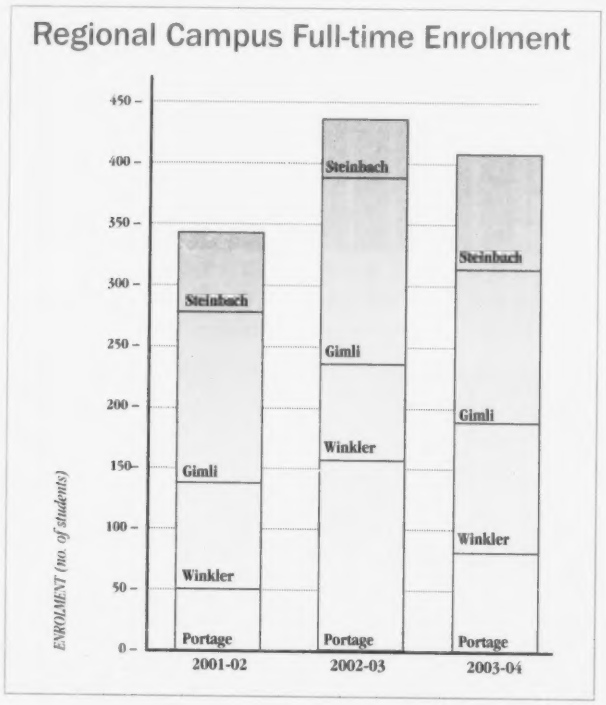
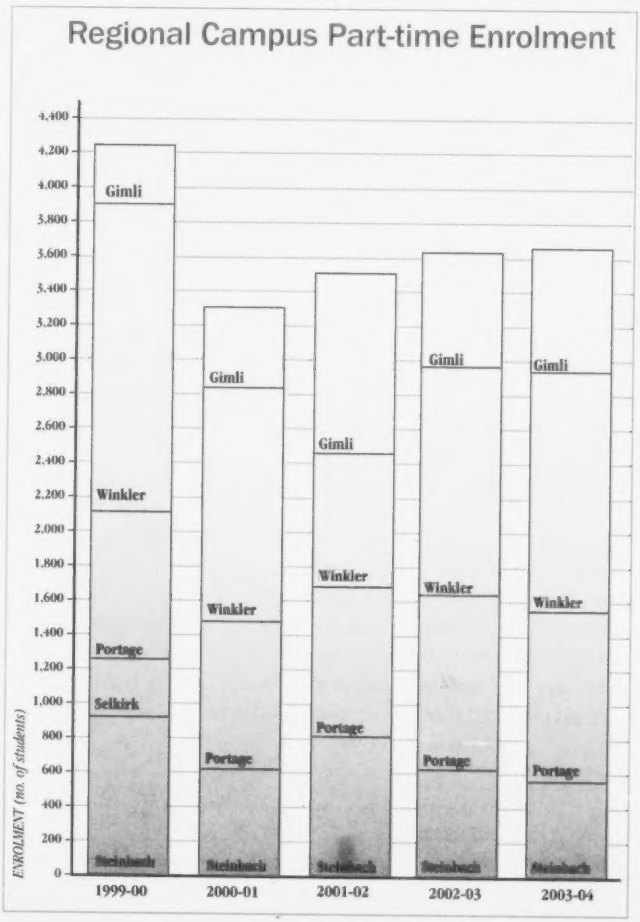




From old to new, our new Princess Street Campus.

Contract Training - Sales & Services

Contract Training supports the mission of the College by affirming and supporting a college-wide emphasis on being responsive to the diverse, local community needs through customized education and training delivery.

Customized training to address specific industry needs is provided in the workplace or at the College on a cost recovery basis. The Contract Training Sales and Services office provides centralized sales, service, and administrative support for the contract training initiatives of all departments and divisions throughout the College.

Training delivered to industry and business by various College departments ranges from workshops to courses to full-time certificate and diploma programs. Training for workforce participants may be preparatory or advanced. In addition to training, the College is also involved in the production of videos, prior learning assessment and recognition (PLAR) and DACUMs (Develop a Curriculum) service on a cost recovery basis. Business, industry, government and community organizations are able to utilize the expertise of all departments.

During 2003/2004, contract training education and training was delivered in a number of areas.

In the area of Business, the following were offered:

- Building Effective Teams for MacDon Industries
- Excel and In Design Software Training for Friesens Corporation
- Executive Challenge for Manitoba Chamber of Commerce
- Project Management for Manitoba Public Insurance Corporation
- Principles of Supervision & Leadership for Manitoba Education and Training
- Technical Communications for Cangene
- Word/Excel for Arborg Credit Union

In Community Services, the following were provided:

- Family Support Worker for Urban Circle
- Fetal Alcohol Syndrome/Effects program for the Centre for Aboriginal Human Resource Development (CAHRD)
- Mental Health Support Worker for Canadian Mental Health Association

Community Based Apprenticeship delivery included:

- Carpentry Level 1 Apprenticeship for Sagkeeng First Nation
- Ironworker Training Levels 1, 2 and 3 Apprenticeship
- Power Electrician Level 2 for Manitoba Hydro

In Health and Applied Sciences, contract training included:

- Benchmarking the Nursing Profession for Centre for Canadian Benchmarks
- Health Care Aide for Swan Lake Band

In Trades, the following were delivered:

- Basics of Manufacturing for the University of Manitoba
- Blueprint Reading for MacDon Industries
- Electrical Code for 3M Canada
- Environmental Management for Interlake Reserves Tribal Council, Inc.
- Introduction to Surface Mount Technology for CN Rail, Electronic Repair Centre
- Woody Plant Materials for City of Winnipeg, Parks and Open Spaces

In Transportation Technology:

- Aircraft Gas Turbine Engine Overhaul and Repair Technician program for Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC)
- Composite Repair for Boeing of Canada
- Electrical Bond for Cormer Group
- Lean Thinking for Canadian Manufacturers and Exporters (CME)
- Lean Manufacturing for CME
- Metallurgical Processes for MAHRCC
- Safety, Responsibility and Diligence for Standard Aero Limited
- Safety, Responsibility and Diligence for MAHRCC
- Sheet Metal Lower Front Fuselage for Bristol Aerospace

International Education

The International Education Office (IEO), a strategic business unit, is mandated to provide a global presence and context for Red River College students, faculty and administration while returning a monetary and an academic dividend to the college. The office is active in international student recruiting, academic exchanges, custom-designed contract training and fee-for-service international development aid programming.

During the 2003/2004 academic year, the International Education Office:

- Registered a total of 335 international students from more than 30 different countries. Programs of greatest interest include Intensive English as a Second Language, Academic English Preparation for University & College Entrance (AEPUCE), Business Administration, Hotel & Restaurant Administration, Civil/CAD Technology, Electronic Engineering Technology and International Business.
- Responded to 2,060 e-mail, mail, telephone and walk-in student inquiries for information (29% increase) and the website received over 15,393 hits (an increase of 17%.)
- Experienced a 9% increase in total sales revenue generating a net revenue contribution to the College of $206,900.00.
- Participated in six international student recruiting fairs (Mexico, Korea, Chile, Egypt, United Arab Emirates and Japan), conducted four international marketing missions (Chile, Mexico, China and Russia) and hosted sixteen visiting international delegations and four education agent tours.
- Facilitated 12 RRC staff on international work experiences.
- Administered departmental involvement in three overseas development assistance projects including our on-going Canadian College Partnership Program (CC/PP) project with the hotel industry in Ixtapa, Mexico.
- Initiated activities on the Level 1 CC/PP project in partnership with SIAST and Bow Valley College in Malawi.
- Five representatives from Red River College attended three international conferences (Life-Long and Equal Education and Technical Training Opportunities) in Santiago, Chile, (ExpoComm) Mexico and (North West Invest Conference) in South Africa.
- Attended Canadian Education Centre Network (CECN) and Canadian Bureau for International Education (CBIE) conferences in Winnipeg and Charlottetown, and the ACCC CC/PP Project Development Workshop in Regina. Staff also actively participated in both the Manitoba Council for International Education (MCIE) and the Electrical Services Association of Manitoba (ESAM).
- Organized and hosted international student orientation sessions on Taxation Preparation and the Manitoba Provincial Nominee Program.
- Assisted fifteen international students in successfully applying to the Citizenship and Immigration Canada (CIC) pilot project authorizing off-campus employment for full-time international students.
- Launched a new web site and printed first RRC International Student Viewbook.

Jim MacKay (right), Chair of the Teacher Education Department, passed away in March 2004. Jim was instrumental in leading the college through many overseas development projects over the years. He is pictured here with Mr. C. Mkandawire, Principal, Salima Technical College in Malawi during the 2003 inception mission of an ACCC, Level 1, CC/PP project in partnership with SIAST and Bow Valley.

Apprenticeship

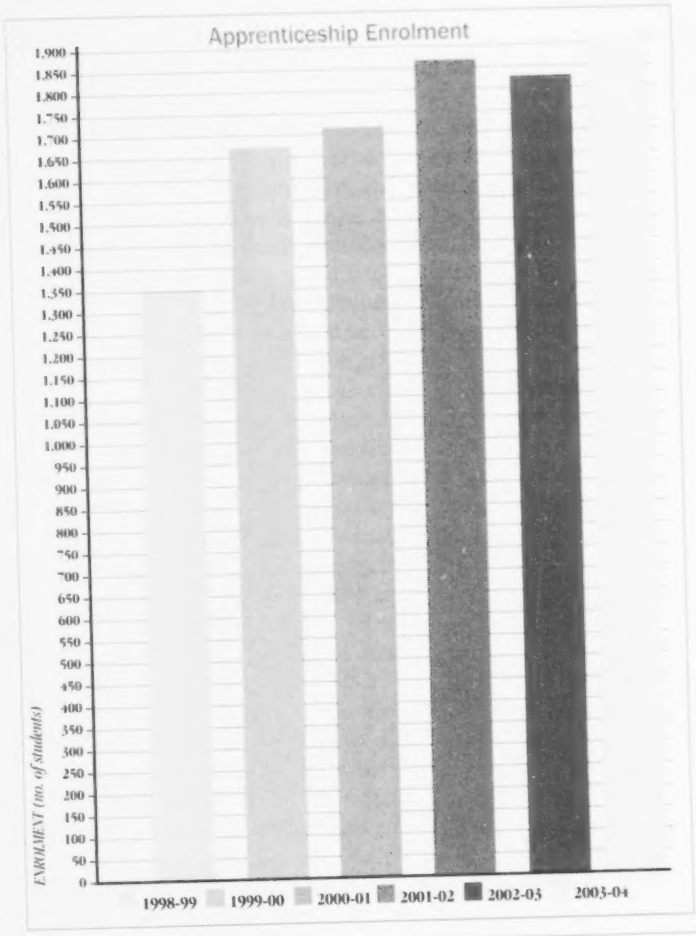
The Apprenticeship program is administered by the Apprenticeship Branch of Manitoba Advanced Education and Training. Manitoba's colleges work in cooperation with the Apprenticeship Branch and offer the classroom and shop-based technical training that is part of the requirement for a Certificate of Qualification in designated apprenticeship trades.

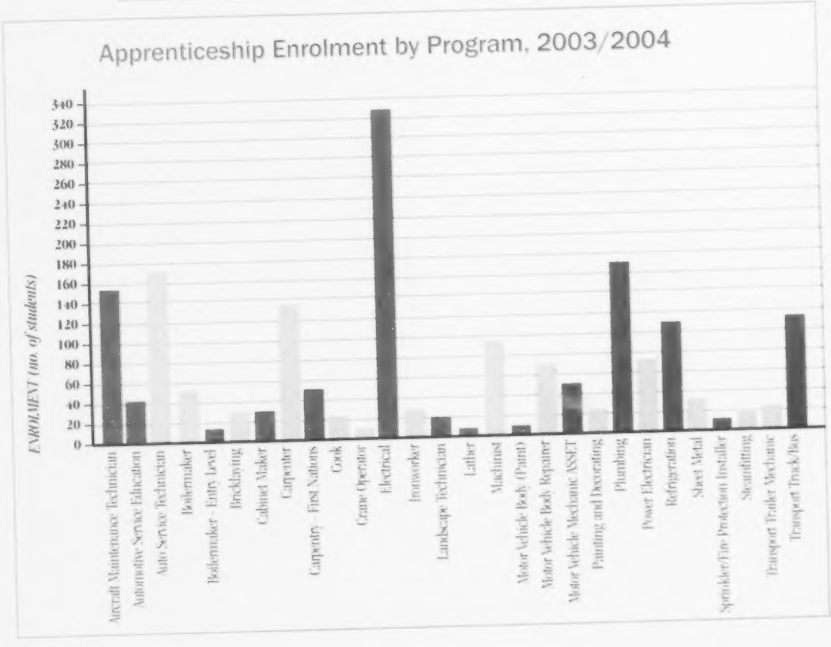
Apprenticeship is a high-quality, post-secondary education in which a student, or apprentice, learns a trade through on-the-job skills development and in-school study. For most trades this takes four to five years. The practical experience is gained under the supervision of a certified journeyperson. The annual in-school technical training is usually four to eight weeks long and is taken for the duration of the apprenticeship.

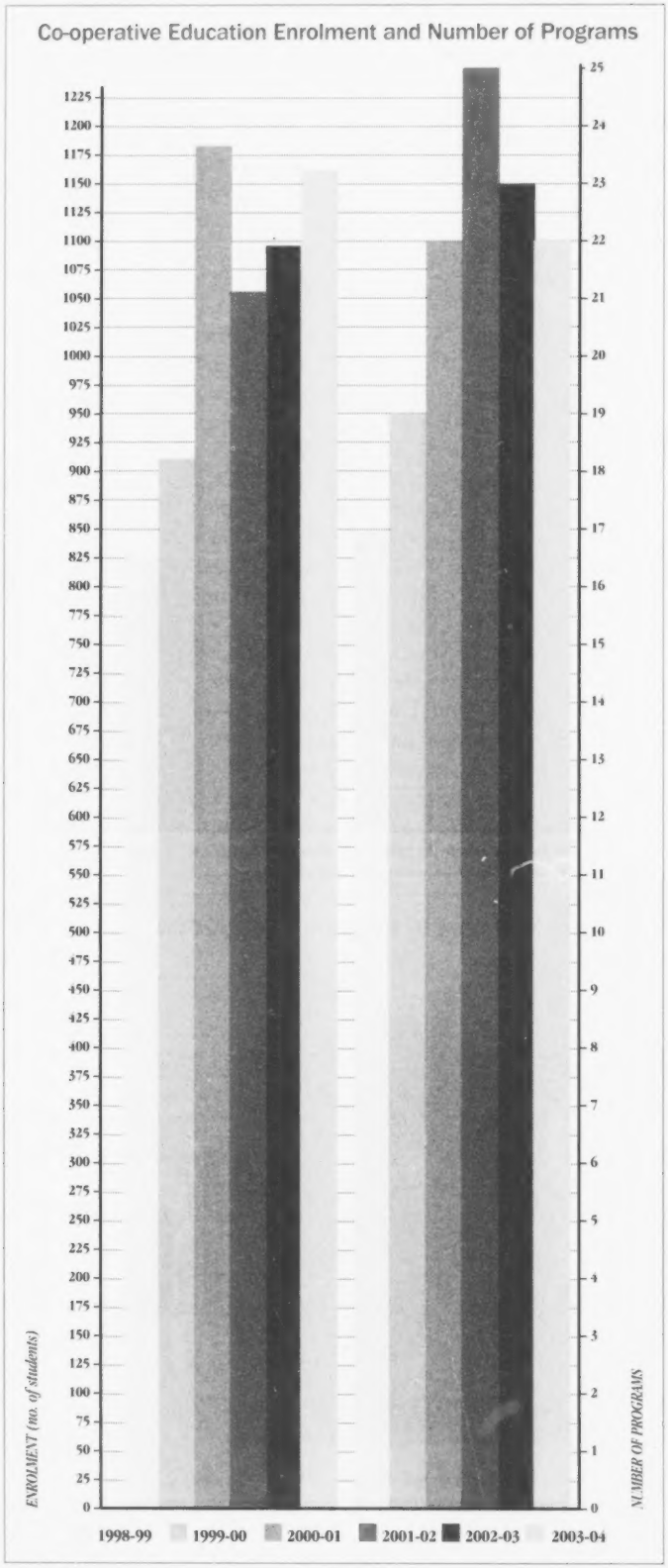
Red River College is the designated provider of academic instruction in 28 of these trades. RRC is also the largest provider of classroom training for apprentices in Manitoba, delivering about 74 percent of all classroom training offered each year.

In 2003-04, Red River College provided technical training for 1,916 apprentices, up five per cent from the 1,827 apprentices that were trained through the College the previous year, and 42 per cent over the last five years. The most significant increases in training occurred in Boilermakers, Machinist, Power Electrician, Transport Truck/Bus and Transport Trailer and Refrigeration. In addition, RRC supported the community-based delivery of Apprenticeship training in Lake Manitoba First Nation and Sagkeeng First Nation and helped revise the curriculum in a number of trades.

Manitoba Advanced Education and Training have undertaken an aggressive campaign to revitalize the apprenticeship training system and address the labour market needs for skilled tradespeople. As a primary partner in the delivery of apprenticeship training, RRC will work with the Apprenticeship Branch to facilitate the establishment of new trades and the continuous improvement of existing ones.







Co-operative Education

Red River College is committed to the philosophy and nature of co-operative education and has made the expansion of co-op programming a priority.

Co-operative education integrates related on-the-job experience with classroom theory by alternating terms of paid employment and academic study. Over the years, the College has introduced this proven system into an increasing number of programs. Co-operative education has been offered in three programs in the College's Hospitality department since the late 1970's. Starting in 1991, rapid growth has occurred in the number of programs offering a co-op mode of delivery. The number of students enrolled in co-op programs was 1,160 in 2003/2004. The total number of co-op programs stands at 22.

- Applied Biology (Joint with U of W)
- Applied Environmental Studies (Joint with U of W)
- Architectural / Engineering Technology
- Building Design CAD Technology
- Business Administration
- Chemical and Biosciences Technology
- Computer Analyst / Programmer
- Culinary Arts
- Environmental Protection Technology
- Geomatics Technology
- Greenspace Management
- Hotel and Restaurant Administration
- Information Systems Technology
- Integrated Science & Technology ACCESS Program
- Manufacturing Design CAD Technology
- Mechanical Engineering Technology
- Municipal Engineering Technology
- Professional Baking
- Structural Engineering Technology
- Technical Communications
- Tourism
- Wood Products Manufacturing

Co-operative Education will continue to be considered as a delivery mode for new and existing programs where market-place, students and the employing community find it a viable educational method

Curriculum and Learning Resources

This Division provides a complete teaching and learning support for College academic programs. These supports consist of comprehensive knowledge and research capacity through Library Services; curriculum design issues through the Program and Curriculum Development area and program delivery issues through the Learning Technologies areas.

Library Services

The Library and Learning Resources Centre provides a broad range of knowledge and information services and learning resources to support the educational activities of the College.

In 2003-2004, Library Services:

- Commenced operation of the Learning Commons at the Princess Street Campus. The Commons occupies space on two floors - a large open-access laptop area and 12 desktop PCs adjacent to a helpdesk on the ground floor and an open laptop area and a full-service library on the second floor including a small open-access PC lab and several break-out rooms for small group work.
- Customized the Library's Online Catalogue (OPAC) and other system modules to reflect the change-over to a Web-based system from a Windows-based one.
- Created an electronic reserves system. The use of e-reserves eliminates the processing required for paper reserves and allows the Library to make reserves available to students in a timelier manner.
- Developed library guides containing pre-defined searches of commercial databases for classes in Introduction to Business, International Business, Instrumentation, and Human Resource Management.
- Implemented E-Cat, a catalogue of electronic and digital material such as Web pages, restricted-access documents, as well as video and audio sites.
- Created an online tutorial designed to teach basic research skills to students.
- Continued renovations of Public Service areas at the Notre Dame Campus.

Program and Curriculum Development

The Program and Curriculum Development department provides the academic departments at the College with assistance in the development of new programs and the updating of existing programs. The department conducts program development and curriculum validation workshops using the DACUM (Develop a Curriculum) facilitation process; and assists programs in the development of learning outcomes based curriculum.

In 2003-2004, the department:

- Completed the Curriculum Validation - Face Validation Pilot. As part of the Quality Assurance in Curriculum initiative, data for programs accredited through outside institutions and agencies was updated in June 2004.
- Completed three Curriculum Validation - Program Renewal projects for the Geographic Information Systems Technology (GIS), Medical Radiologic Technology and Culinary Arts.
- Developed the Course Outline Web in order to support the creation, editing, distribution and archiving of all college course outlines using the latest version of the Standardized Course Outline. The department conducted workshops for Chairs, Program Officers and Instructors in various departments in order to facilitate the process. To date, approximately 300 course outlines are now active in the data base.
- Applied for and received program development funding to develop the first phase of the Learning Outcome Performance Support Web. This website provides instructors and others with an online tool to assist them in writing learning outcomes. COPSE funding has been secured for three years to further develop a comprehensive Teaching and Learning Performance Support Web for RRC faculty.
- Designed and delivered several workshops on Curriculum Validation and DACUM Occupational Analysis to the faculty at the Instituto Technologico de la Costa Grande (ITCG) in Zihuatanejo, Mexico in association with International Education. These workshops provided ITCG faculty with orientations to RRC's Curriculum Validation processes and approaches to involving industry in curriculum development (including DACUM Occupational Analysis, Advisory Committees and Co-op Education).
- Initiated a project to analyze RRC policies and procedures with respect to curriculum and compare them to policies and procedures with other Canadian colleges of similar size and scope as part of an effort to create a comprehensive curriculum management approach for RRC.
- Facilitated nine DACUM workshops for a mix of Academic and Continuing Education programs. Developed a "Profile of an RRC Chair", in consultation with Human Resource Services and Senior Academic Committee.
- Designed and delivered a customized workshop entitled, "Learning Outcomes" and "Teaching and the Brain". Designed and facilitated focus groups for College Wellness, Online Student Evaluation of Instruction, and Mid-Program Conversion to Semester Issues for students.
- Updated the "Using WebCT Resource" to incorporate changes resulting from the College's update of WebCT to Campus Edition 4.1.

Learning Technologies

The three areas that comprise the department: Web, Teaching Learning Technology Centre and eTV, serve the College's needs with respect to the development of web information, appropriate technology-based educational programming, course supporting video production, equipment repair, as well as tape and CD-ROM duplication.

Highlights for 2003-2004

- Supported the development and growth of Streaming Video as a teaching and learning resource. This technology allows live video lectures to be reliably delivered via the Internet to students throughout Manitoba. A Project Management program was streamed live for Distance Education and Continuing Education, with tapes and DVDs of sessions shipped to students for asynchronous delivery via WebCT. In addition, the department began preliminary work on the delivery of a Rural Nursing program via video streaming.
- Produced by eTV, a general recruitment CD-ROM targeting high school students and commenced work on a Hospitality Department specific career-orientated recruitment CD-ROM.
- Provided continued support for approximately 150 instructional staff web sites, 15 academic department web sites, some 35 Sharepoint (or collaborative) web sites and a number of Corporate web sites.
- Updated College web pages to bring them up to 85% accessibility in keeping with emerging international standards.
- Upgraded to WebCT version 4.1. Supported a 79 percent growth in WebCT course registrations during the period of September 2003 to September 2004.
- Updated the software and operating systems for test scanners in order to conform to current standards and policies of the college.
- Supported a number of projects undertaken by various college departments, such as the creation of signage for the Pavement and Grounds department.

Appendix 1

Partnerships

Partnerships strengthen our ability to develop and deliver successful programming related directly to the needs of the community. By bringing together unique, specialized resources and knowledge, a partnership strategy can achieve results more effectively and efficiently. RRC has a large number of partners and the number continues to increase every year. During 2003-2004, the College was honoured to work with such partners as:

Aboriginal Head Start
Aboriginal Languages of Manitoba
Aboriginal Literacy Foundation
Addictions Foundation of Manitoba
Advance Electronics
Aerospace Training Canada International
Agassiz School Division
Agriculture Canada
Alberta Vocational College
Alpine Systems
American Production and Inventory Control Society (APICS)
Animal Health Technologist Association
Apple Canada
A-Quest
Assiniboine Community College
Assiniboine Credit Union
Association for Community Living, Manitoba
Association for Community Living, Winnipeg
Association for Non-Traditional Education in the Philippines
Association of Canadian College Schools of Business
Association of Canadian Community Colleges (ACCC)
Automotive Trade Association (ATA)
Autotrol
Azon Central Graphics
Bailey Instruments of Canada
Barkman Concrete
Board of Opticians of Manitoba
Boeing Canada Technology Ltd.
Bombardier
Boundary Trails Health District
Brandon University
Briggs & Stratton Ltd.
Bristol Aerospace
British Columbia Institute of Technology (BCIT)
Building Owners and Managers Institute (BOMI)
Camosun College
Canadian Animal Blood Bank
Canadian Association for Co-operative Education (CAFCE)
Canadian Association of Journalists
Canadian Automotive Repair and Service (CARS) Council
Canadian Bureau for International Education, Ottawa
Canadian Chamber of Commerce
Canadian College of Health Services Executives
Canadian Committee to Protect Journalists
Canadian Diabetes Association
Canadian Forces Community College Network (CFCCN)
Canadian Imperial Bank of Commerce (CIBC)
Canadian Information Processing Society (CIPS)
Canadian Institute of Bookkeeping
Canadian Institute of Financial Planners
Canadian Institute of Traffic and Transportation (CITT)
Canadian International Development Agency (CIDA)
Canadian National (CN)
Canadian Lung Association
Canadian Public Personnel Management Association
Canadian Steel Trade Employment Congress (CSTEC)
Canadian Tire
Canadian Vocational Association
CancerCare Manitoba
Canon Copiers
CANTECH Corporation
CanWest Global
Cargill
CBC Manitoba
Cedar Gathering
Central Lift and Equipment
Centre for Aboriginal Human Resource Development (CAHRD)
Centro de Estudios Macroeconomicos de Argentina (CEMA), Buenos Aires
Certified General Accountants of Manitoba
Certified Management Accountants
Certified Central Services Technicians
Certified Technicians and Technologists
Association of Manitoba (CTTAM) Chemcrest
Chengdu Electromechanical College, Chengdu, China
Child and Family Services
Chrysler Canada
CIMCO Refrigeration
City of Winnipeg, Social Services
College Universitaire de St. Boniface
College Canada
College of the North Atlantic
Concordia General Hospital
Confederation College
Consolidated Turf Ltd.
Continuing Education by Design
Cummins Diesel Engines
Dairy Farmers of Canada
Deep River Science Academy
Deer Lodge Centre
Department of National Defence
Directors of Education - First Nation Schools
Dominion Windows
Drummond McCall
Economic Innovation Technology Council
Educational Development Services
EECOL Electric Limited
Eljoy Irrigation
Endeavour Information Systems
EDS Systems House
Evergreen School Division
Family Centre of Winnipeg
Federal Pioneer
Fetal Alcohol Family Association of Manitoba
First Nation Forestry Program
Fisher River First Nation
Fisher Scientific
Ford Canada
Four Feathers Inc.
Friesen's Printers
Ful-Flo Industries Ltd.
Garden Hill Educational Authority
Garden Valley School Division
General Motors of Canada
Grace General Hospital
Grant McEwan College
Grapes
Guertin Implements
Graphic Designers Society - Manitoba Chapter
Habitat for Humanity
Health Care Products Association of Manitoba
Health Sciences Centre
Hewlett Packard
Holland College
Honda
Human Resource Management Association of Manitoba
Human Resources Development Canada
IBM
Image Color
Immigration and Settlement Canada
Indian and Northern Affairs
Industry, Science and Technology Canada
Institute of Electrical and Electronics Engineers (IEEE)
Institute of Industrial Mathematical Sciences
Instituto de Formacion de Empresarial (IFE), Santiago, Chile
Instituto Tecnologico de la Costa Grande
Instrument Society of America (Winnipeg Sector Inc.)
Insurance Council of Manitoba
Intercity Papers
Intergraph Canada Ltd.
Inter-Industry Conference on Auto Collision Repair (I-CAR) Canada
International Parish Nursing Resource Centre
Ironworkers Union
(The) Jacks Institute
JAW Window and Door Co. Ltd.
Jeffries Nurseries Ltd.
Junior Achievement Manitoba
Keewatin Community College
Kikinamowin
Kortex Computers
Lakeshore School Division
Lennox Industries (Canada) Ltd.
Lewis Instruments Ltd
Lincoln Welding Equipment (Canada)
Linear Systems
Loewen Millwork
2002/2003 Academic Annual Report
Loewen Windows
Long Plain First Nation
Lord Selkirk School Division
Luke's Machinery Co. Ltd.

Manitoba Aerospace Group
Manitoba Agriculture
Manitoba Association of Licensed Practical Nurses (MALPN)
Manitoba Association of Registered Nurses
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Aerospace Human Resources Coordinating Committee
Manitoba Business Magazine
Manitoba Call Centre Association
Manitoba Chamber of Commerce
Manitoba Child Care Association
Manitoba Conservation
Manitoba Council for Leadership in Education
Manitoba Culture, Heritage and Citizenship
Manitoba Education and Training - Apprenticeship Board
Manitoba Education and Training - Employment Development Centres
Manitoba Education and Training - Youth Programs
Manitoba Education and Training - School Programs
Manitoba Education and Training - Teacher Certification
Manitoba Education and Training - Board of Teacher Education and Certification
Manitoba Educational Geographic Information Consortium
Manitoba Energy Management Task Force
Manitoba Environmental Industries Association
Manitoba Family Services
Manitoba Federation of Labour
Manitoba First Nations Education Resource Centre
Manitoba Food Services Association
Manitoba Health Education Alliance
Manitoba Health, Emergency Medical Services
Manitoba Health, Healthy Communities
Manitoba Heavy Construction Association
Manitoba Highways and Transportation
Manitoba Home Builders' Association
Manitoba Hydro
Manitoba Industry, Trade and Tourism
Manitoba Justice, Adult Corrections
Manitoba Labour
Manitoba Mètis Federation
Manitoba Mètis Federation Human Resources
Manitoba Mètis Federation, Winnipeg Region
Manitoba Moose
Manitoba Operators Training Program Consortium
Manitoba Ozone Protection Industry Association (MOPIA)
Manitoba Quality Network
Manitoba Rolling Mills (MRM)
Manitoba Teachers Society
Manitoba Technology Initiative
Manitoba Telecom Services
Manitoba Tourism Education Council
Manitoba Veterinary Medical Association
Manitoba Wood Processing Industry
Marymound School
Mazda
Manitoba Education Research Learning Information Network (MERLIN)
McLeod Adult Learning Centre
Memorial University
Mid-Canada Marine Dealers Association
Midas Muffler
Miller Environmental
Misericordia General Hospital
Momentum Software
Monarch Industries
Monsanto
National Council of Allied Health Programs
National Council of Deans of Technology
National Research Council, Institute for Biodiagnostics
National Research Council, Industrial Research Assistance Program
National Training Alliance
NAV Canada
Navistar International
Neijiang Railway Machinery College, Neijiang, China
New Flyer Industries
North Alberta Institute of Technology (NAIT)
Northern Telecom
Northwest Technical College, East Grand Forks
Norway House First Nation
NRC/IRAP
Open Learning Agency (Open University of British Columbia)
Original Women's Network
PACE Inc.
Palliser Furniture
Panasonic Canada Inc.
Parks Canada
Partners for Careers
Partnership in Aboriginal Community Training (PACT)
Peguis Child and Family Services
Peguis First Nation
Pembina Valley Language Education for Adults
Pfizer Canada
Philippine Association of Manitoba
Pinaymootang First Nation
Powerland
Project Management Institute
Public Works Canada
Rainbow Stage
Rhineland School Division
Rh Institute
Riverbend Feed Mills
River East School Division
Riverview Health Centre
Royal Bank
St. Boniface College
St. Boniface General Hospital
St. Paul College Quezon City, Philippines
St. Paul College Iloilo City, Philippines
St. Paul University, Tuguegarao, Philippines
St. Johns Ambulance
Sagkeeng First Nation
Sandy Bay First Nation
Saskatchewan Cancer Foundation
Saskatchewan Institute of Applied Science and Technology -Kelsey
Schweitzer-Mauduit Canada
Science Culture Canada
Seine River School Division
Seven Oaks General Hospital
Seven Oaks School Division
Shenyang Electric Power Institute, Shenyang, China
Sichuan University of Science and Technology, Chengdu, China
Siemens of Canada
Silicon Graphics
Skills Canada, Manitoba
Snap-on-Tools
Snowmobilers Association of Manitoba
Society for Technical Communication
Society of Management Accountants of Manitoba
Society of Manufacturing Engineers (SME)
SONY Canada Ltd.
South Asia Partnership
Southern Alberta Institute of Technology (SAIT)
Southeast Regional Health Authority
Southeast Resource Development Council
Southland Electronics
Standard Aero
Standing Spirit Eagle Holistic Healing
Stihl Limited
Sturgeon Creek High School
Sun Systems
Suzuki
Swan Lake Regional Health Authority
3M
Take Pride Winnipeg
Tec Voc High School
Technology Educators Association of Manitoba
Telemecanique Canada Ltd.
Tom Powell Graphics
Toyota Canada Inc.
Transport Canada
United Brotherhood of Carpenters and Joiners of America
University of Calgary
University of Manitoba
University of Minnesota - Crookston
University of Victoria
University of Winnipeg
University of Winnipeg Collegiate
Unisource
UNISYS
Universidad Tecnologica Metropolitana (Chile)
Upjohn
Urban Circle
Vancouver Community College
Valdie Seymour and Associates
Victoria General Hospital
Vita Health
Vocational Industrial Teachers Association of Manitoba
Volunteer Centre of Winnipeg
Walter and Duncan Gordon Foundation
West Region Child and Family Services
Western Canadian Association for Student Teaching
Westwood Plumbing and Heating
Willmar Windows
Winnipeg Aboriginal Centre, Inc.
Winnipeg Art Gallery
Winnipeg Blue Bombers
Winnipeg Boys and Girls Club
Winnipeg Chamber of Commerce
Winnipeg Development Agreement Partners
Winnipeg Mètis Management Centre
(The) Winnipeg Foundation
Winnipeg Goldeyes
Winnipeg International Children's' Festival
Winnipeg Police Service
Winnipeg Press Club
Winnipeg Technical College
Workers Compensation Board of Manitoba
Workforce 2000
World University Service Canada
Wyeth-Ayerst Canada Ltd.
Xerox
Yamaha

APPENDIX 2

Program Highlights, 2003/2004

Program											
ABORIGINAL AND TEACHER EDUCATION											
Aboriginal Language Specialist	20	28	9	19	6	—	25	18	21	—	4
Aboriginal Self-Government Administration	20	35	9	18	15	—	33	15	27	—	11
Business Teacher Education	12	8	9	6	—	6	12	8	—	2	3
Business Teacher Education - After Degree	4	4	9	6	5	—	11	7	—	—	3
College Preparation for Aboriginal Students	60	176	9/2	75	—	—	75	40	54	—	20
Industrial Arts/Technology Teacher Education	16	14	9	22	11	15	48	4	1	—	4
Industrial Arts /Technology Teacher Education - After Degree	4	4	9	1	1	—	2	—	1	—	—
Microcomputer Applications	20	36	9	20	—	—	20	10	18	—	8
Vocational Industrial Teacher Education	16	54	8	14	—	—	14	1	—	—	8
DIVISION TOTAL	—	—	—	181	38	21	240	103	122	2	61
APPLIED SCIENCES											
Advanced Network Technology	32	30	9/12	30	—	—	30	1	—	—	13
Animal Health Technology	25	115	9	30	17	—	47	47	—	3	17
Applied Biology	10	6	9	1	2	—	3	—	—	—	—
Applied Environmental Studies	10	3	9	1	2	—	3	—	—	—	—
Chemical & Biosciences Technology	45	127	9	53	42	—	95	72	1	3	19
Child and Youth Care	25	106	9	31	24	—	55	51	9	1	19
College Preparation for Nursing	40	54	9	47	—	—	47	41	24	—	22
Computer Engineering Technology	—	—	—	—	32	—	32	2	2	1	20
Dental Assisting - Level 2	50	167	9	51	—	—	51	48	4	—	47
Diploma Nursing (Accelerated)	90	543	9	112	117	—	229	191	13	2	67
Disability and Community Support	30	57	9	27	29	—	56	45	2	—	14
Early Childhood Education	60	162	9	74	44	—	118	114	9	—	42
Early Childhood Education - Workplace	25	47	1	20	56	—	76	71	3	—	1
Electrical Engineering Technology	—	—	—	—	39	—	39	6	2	—	30
Electronic & Network Technician	54	47	9/3	33	—	—	33	—	1	—	21
Electronic Engineering Technology	175	251	9/12/3	152	33	—	185	4	5	1	10

Program											
Family Support Worker	25	22	2	22	—	—	22	21	4	—	15
Health Care Aide	120	240	9/2	100	—	—	100	63	7	—	102
Health Care Aide/Unit Clerk	24	26	9	26	—	—	26	24	2	—	25
Instrumentation Engineering Technology	—	—	—	—	17	—	17	—	—	—	13
Joint Baccalaureate Nursing	90	448	9	97	100	91	288	254	22	3	—
Medical Laboratory Sciences	25	71	9	30	24	—	54	46	3	—	15
Medical Radiologic Technology	23	115	9	21	22	—	43	32	—	—	18
Magnetic Resonance Imaging and Spectroscopy	16	31	9/3	11	—	—	11	8	1	—	6
Radiation Therapy	14	47	9	14	—	—	14	12	—	—	14
Rehabilitation Assistant	17	21	9	21	—	—	21	16	—	—	20
DIVISION TOTAL				1004	600	91	1695	1169	114	14	570
BUSINESS AND APPLIED ARTS											
Aviation Management	25	23	9	21	20	—	41	10	4	—	11
Business Administration	529	946	9/12	528	362	—	890	414	89	10	246
Business Administration Integrated	64	61	8	54	30	30	114	61	60	2	—
Commerce/Industry Sales & Marketing	70	101	9/12	67	—	—	67	18	3	—	39
Computer Accounting Technician	105	161	9/12	108	—	—	108	67	17	—	54
Computer Analyst/Programmer	165	226	9/12	130	128	—	258	40	16	2	83
Creative Communications	75	311	9	74	70	—	144	84	3	1	47
Culinary Arts - Diploma	70	197	8/1	76	64	—	140	67	16	—	27
Digital MultiMedia Technology	40	136	9	38	18	—	56	17	1	—	15
Graphic Design - Advanced	20	39	9	20	—	—	20	15	—	2	21
Graphic Design	50	201	9	48	45	—	93	48	3	1	35
Health Information Technologist	—	59	—	—	21	—	21	21	1	1	20
Hotel and Restaurant Administration	70	145	8	43	19	—	62	40	6	—	13
Information Systems Technology	96	104	5	54	48	—	102	10	3	1	45
International Business	25	28	12	24	—	—	24	11	—	—	8
Library and Information Technology	30	30	9	32	—	—	32	30	1	—	2
Professional Baking	14	30	8	17	—	—	17	10	2	—	5
Tourism	35	—	8	32	15	—	47	41	2	—	12
DIVISION TOTAL				1366	840	30	2236	1004	227	20	683

Program											
INDUSTRIAL TECHNOLOGIES											
Automotive Service Ed Program	—	43	—	13	10	20	43	2	2	—	43
Automotive Technician - Certificate	48	156	9	50	—	—	50	6	7	—	40
Automotive Technician - Diploma	24	47	9	19	—	—	19	—	1	—	9
Automotive Technician - Work Experience	15	28	9	14	—	—	14	1	1	—	11
Carpentry and Woodworking	36	161	8/1	37	—	—	37	2	3	—	22
Civil/CAD Technology	232	303	8/1	190	—	—	190	28	5	1	—
Architectural/Engineering Technology	—	—	—	—	31	17	48	12	4	1	13
Environmental Protection Technology	—	—	—	—	17	16	33	14	3	—	11
Geomatics Technology	—	—	—	—	15	15	30	5	4	—	14
Municipal Technology	—	—	—	—	32	35	67	8	4	2	32
Structural Technology	—	—	—	—	29	23	52	7	2	—	20
Building Design CAD Technology	—	—	—	—	20	—	20	5	—	2	7
Manufacturing Design CAD Technology	—	—	—	—	6	—	6	2	—	—	3
Collision Refinishing	10	20	10	12	—	—	12	—	1	—	6
Collision Repair and Refinishing	30	79	9	31	—	—	31	1	4	—	19
Electrical	48	176	9/1	49	—	—	49	1	4	—	28
Geographic Information Systems Technology	20	30	9	19	—	—	19	10	—	—	24
Greenspace Management - Diploma	22	33	9	23	15	15	53	9	2	—	13
Heavy Duty Equipment Mechanic	48	86	9	44	—	—	44	1	8	—	32
Manufacturing Technician	56	52	9/2	37	23	—	60	5	6	1	19
Mechanical Engineering Technology	52	105	9	41	20	17	98	6	3	1	21
Outdoor Power Equipment Technician	14	31	9	14	—	—	14	—	2	—	14
Piping Trades	36	106	8/2	37	—	—	37	—	4	—	22
Power Engineering	40	85	9/2	47	—	—	47	—	1	—	41
Precision Metal Manufacturing	16	19	9	7	—	—	7	—	—	—	4
Refrigeration and Air Conditioning	18	57	3	18	—	—	18	1	—	—	9
Technical Communication	25	21	9	14	8	—	22	8	1	1	6
Welding	36	107	9/11	36	—	—	36	5	3	2	29
Wood Products Manufacturing - Certificate	5	8	9	6	—	—	6	1	—	—	5
Wood Products Manufacturing - Diploma	15	19	9	13	4	4	21	4	—	—	4
DIVISION TOTAL				771	250	162	1183	144	75	11	521

Program											
STEVENSON AVIATION & AEROSPACE TRAINING CENTRE											
Aircraft Maintenance Engineer	51	78	8/9/1	51	—	—	51	3	1	—	31
Aircraft Structural Repair Technician	16	15	9	9	—	—	9	—	—	—	8
Gas Turbine Engine Repair & Overhaul	36	26	9/2	35	—	—	35	3	5	1	24
DIVISION TOTAL				95	—	—	95	6	6	1	63
STUDENT SERVICES											
American Sign Language-English	16	16	9	5	5	3	13	10	—	—	3
Deaf Literacy Program	—	19	9	17	—	—	17	9	—	9	—
Deaf Studies	20	37	9/1	23	—	—	23	3	—	—	11
DIVISION TOTAL				45	5	3	53	22	—	9	14
ACADEMIC DEVELOPMENT SERVICES											
Academic Development Programs	—	—	—	237	—	—	237	93	13	2	127
English as a Second Language	—	—	—	845	—	—	845	495	—	—	634
General Studies	—	—	—	1	—	—	1	—	—	—	—
Introduction to Business	—	—	—	32	—	—	32	13	2	—	22
DIVISION TOTAL				1115	—	—	1115	601	15	2	783
GRAND TOTAL				4577	1733	307	6617	3049	559	59	2695

Note: The above information does not include all full-time programs.

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